Huron Intermediate School District

Positive Behavior Support:
Applying Scientific Behavior and Social Skills Research

All children will have the behaviors and social skills necessary to be engaged learners and productive citizens

August 2008

About this Guiding Document

This document was produced as a result of a combined vision of Huron Intermediate School District general education, special services, and local teaching staff. An initial Positive Behavior Support (PBS) Steering Committee was formed in Fall of 2004, with the stated objective of constructing a shared philosophy on implementation of School-Wide Positive Behavior Support in all educational settings. The committee reviewed current research on PBS and other behavior interventions and developed this document. This document is designed to serve as a guide to creating a system of School-Wide Positive Behavior Support for students in preschool through high school.

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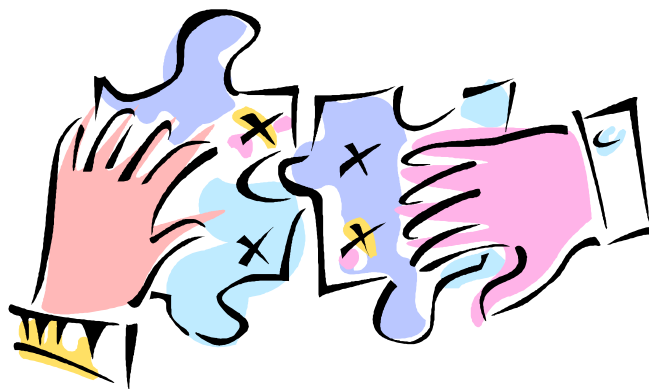
Introduction

Once all it took was knowledge. Changes in society make that not enough.
(I Am a Teacher, David Margulis)

School-Wide Positive Behavior Support (SW-PBS) is a whole-school approach to discipline that includes a broad range of systemic and individualized strategies for positive social and learning outcomes while preventing problem behavior with all students (Horner, MiBLSi presentation, Lansing, MI 2006). The goals of SW-PBS are to:

- create predictable, positive, and consistent learning environments
- ensure academic, social, and emotional success for all youth at school, home, and within the community
- ensure safe, effective, supportive learning environments
- provide systemic approaches that are prevention based
- teach and reinforce essential social skills

This guiding document describes a research-based approach that is designed to be the foundation for developing positive behavior for all students. It serves as a prevention model for all students school-wide.

Purpose and Need for PBS

Teaching and supporting appropriate behavior is the most powerful behavior support intervention. Using school-wide positive behavior supports, defines, teaches, monitors, and reinforces behavior expectations before increasing the use of punishers. This approach combines effective teaching with clear continuum of consequences for problem behavior. Effective practices need nurturing systems so it is imperative that evidence-based practices are used and information is gathered and used for decision making.
(Rob Horner, 2004)

Introducing, modeling, and reinforcing positive social behavior is an important component of a student's educational experience. Teaching behavioral expectations and reinforcing students for following them is a more positive approach than waiting for misbehavior to occur before responding. **The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.**

A major advance in school-wide discipline is the emphasis on a school-wide model of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in all areas including classroom and non-classroom settings (such as hallways, restrooms, and busses).

Positive behavior support is an application of a behaviorally-based systems approach. This enhances the capacity of schools, families, and communities to design effective environments which will improve the link between research-validated practices and the environments in which teaching and learning occur.

Attention is focused on creating and sustaining the continuum of supports: Universal (Tier I), Strategic (Tier II), and Intensive (Tier III). Enhancing these supports will improve lifestyle results (personal, health, social, family, work, and recreation) for students by making problem behavior less effective, efficient, and relevant. In turn, desired behavior will become more functional. (source: OSEP Technical Assistance Center available a [www.pbis.](http://www.pbis) org [/schoolwide.htm](http://schoolwide.htm)).

Three-Tier Model for Service Delivery

The Three-Tier Model can be applied to all content areas, including reading, math, and behavior. This Guiding Document is intended to specifically address behavior and will describe in detail what each tier represents when PBS is implemented school-wide on pages 20-43.
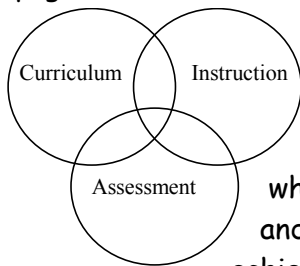
The Three-Tier Model is an effective school-wide system that includes three components, which are curriculum, instruction, and assessment. **Curriculum** (what is taught), **Instruction** (how it is taught), and **Assessment** (data that determines what is learned and what must be taught next) are essentially intertwined. We integrate and depend upon all three components to provide the right balance in achieving high outcomes. The model is built upon the notion that some students need more instructional support and intervention than others to become proficient.

It is apparent that a solid foundation fosters advancement and excellence in high school and beyond; striving for such excellence with a weak foundation is both futile and frustrating. Therefore, the focus of the Three-Tier model with behavior is on **prevention** of social skills failure. It is logical, then, that the model emphasizes curriculum, instruction, and assessment in the early school years.

A Three-Tier approach provides varying levels of support based on student need. Each tier is a layer of additional support. For example, some students require a moderate level of support to reach goals, such as a smaller group size or more repetition. This level of support would be used in addition to the universal instruction.   We refer to that moderate level as "Strategic." Other students need a more in-depth level of support, such as an individualized behavior plan. The student's plan would compliment the school-wide universal efforts and be in addition to the services and instruction received in Levels I and II. We refer to this more extensive level of need as "Intensive."

Tier III - Intensive Support- needed by approximately 5% of students

Tier II – Strategic Support - needed by approximately 15% of students

Tier I– Universal Support
- sufficient for approximately 80% of students; provided to ALL students
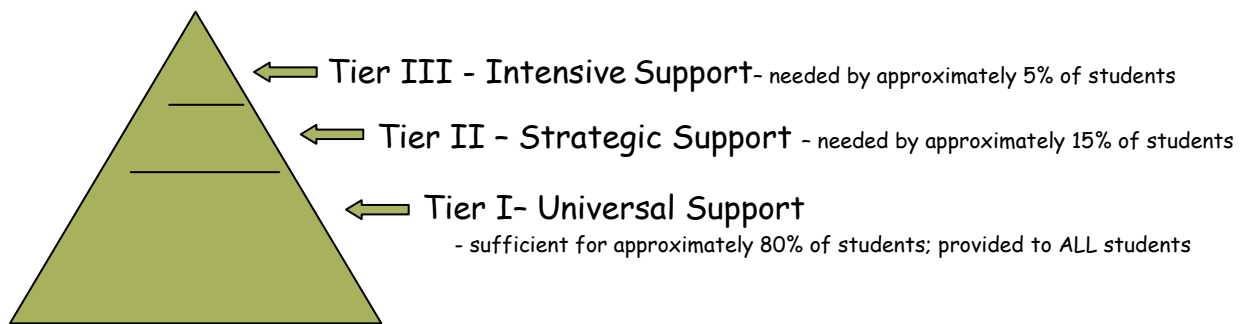
A universal screening is utilized in a Three-Tier Model. Data must be used to sort the students to determine their level of need. One helpful data collection tool is SWIS (School-Wide Information System) in which behavior infractions and office referrals are tracked (see page 17, www.swis.org).

Everyone is Involved in PBS

When you want to convert someone to your view, you go over to
where he is standing, take him by the hand and guide him.
(Saint Thomas Aquinas)

Positive Behavior Support involves all school employees and students. A school building team drives the implementation of PBS within the school building. The building team, or for some schools, the district team, solicits active involvement

from families and community representatives. The school building team must have representation from all key stakeholders. Thus, a building team will likely consist of school administrators, general and special educators, counselors, paraprofessionals, parents, community representatives, and students (if in secondary setting).

Behavioral difficulties are not isolated to the school environment. Student behavior affects other settings including home, other agencies, and community. Because of this, it is important to involve outside agencies in the implementation of PBS in the school. These agencies may be involved at any level of support for PBS, depending on each school's needs. Some of these agencies may include:

- Community Mental Health
- Counseling Agencies
- Department of Human Services
- Family/Juvenile Court System
- Parent Advocacy Groups
- Intermediate and Local School Districts
- Local and State Political Leaders
- Local Physicians

PBS Key Practices

Let your enthusiasm radiate in your voice, your actions, your facial expressions, your personality, the words you use and the thoughts you think! Nothing great was ever achieved without enthusiasm.
(Ralph Waldo Emerson)

Positive Behavior Support implements 6 basic components within a school: teach, monitor, reinforce appropriate behaviors, correct inappropriate behaviors, and use data to make decisions regarding needs and progress.

1.   Define and Teach Expectations

Be careful to leave your sons well-instructed rather than rich,
for the hopes of the instructed are better than the wealth of the ignorant.
(Epictetus)

Teaching and supporting appropriate behavior is the most powerful behavior support intervention. Defining and directly teaching expectations by focusing on supporting positive behaviors and preventing problem behaviors. As a result, schools are finding substantial benefits. For example, Susan Taylor-Greene, principal of 530-students at Fern Ridge Middle School in Elmira, Oregon, once fielded more than 2,600 office disciplinary referrals in a single school year. The following year, her faculty developed and implemented a proactive system (defining, teaching, and reinforcing expectations) that resulted in a 52% reduction in disciplinary referrals and a sharp increase in faculty and student morale.

Furthermore, important benefits can be found throughout research. Results show that effectively defining and teaching expectations leads to creating a positive school climate and increased instructional time. More instructional time results in improvements in student outcomes, improved attendance, lower suspension rates, and higher levels of satisfaction from students and parents (Calvin, Sugai & Patching, 1993; Kame'enui & Darch, 2004' Keer & Nelson, 2002; Sugai, 1992).

Why is it so important to focus on teaching positive social behaviors?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Fighting, biting, hitting, scratching, kicking, screaming-as well as extreme withdrawal-are behaviors that challenge even the best educators and families. For years, researchers and practitioners alike have asked the question: Why does a particular child act that way?

Unlike traditional behavioral management, which views the individual as the problem and seeks to "fix" him or her by quickly eliminating the challenging behavior, Positive Behavioral Support (PBS) views systems, settings, and lack of skill as parts of the "problem" and works to change those parts. As such, these approaches are

characterized as long-term strategies to reduce inappropriate behavior, teach appropriate behavior, and provide contextual supports necessary for successful outcomes. For further information regarding social skills instruction see page 25.

In order for a group or community to function harmoniously and successfully, ground rules need to be established and understood by all members. Consequently, in schools, because children come from varied backgrounds with different social expectations, it is essential that school-wide behavioral expectations are clearly defined and directly taught to all students. (Specifics regarding how to define and teach are described in the School-Wide Universal (Tier I) Positive Behavior section.)

2.   Monitor

A teacher on her feet is more effective than two on her seat.
(Ron Large)

According to Ron Stephens, director of the National School Safety Center, despite all the high-tech strategies that are out there, from closed-circuit TV surveillance to metal scanners and motion detectors, the single most effective strategy for making schools safe is **the physical presence of a responsible adult in the immediate vicinity**.

In order for Positive Behavior Support to work effectively in your school, all staff and volunteers must be trained in expectations of your school and how to monitor those expectations. This means that principals, teachers, office personnel, bus drivers, cafeteria staff, and paraprofessionals should have the knowledge and training of the expectations. Therefore, all adults within the school can act as monitors of school behavior and know how to respond to both appropriate behavior and inappropriate behavior. Parent volunteers should know the expectations and be able to respond to student behavior as well. Remember, adults are outnumbered in schools, therefore, they must work together to effectively manage behavior. The environment becomes more controlled and predictable for students when every adult supervises individual and class-wide behavior using the same expectations and responds to that behavior in a similar manner,

There are some settings and times in which supervision by adults needs to be emphasized. These times and settings would include areas where instruction is not

taking place, areas where there are large numbers of students in a socially focused area, and when predictability of student behavior and the environment are decreased. For example, in the cafeteria, hallways, playground, bathrooms, bus zones, and assemblies. The expectations of PBS should be monitored during non-school time such as sporting events and dances.

Staff must be active when monitoring behavior within the classroom and outside of the classroom. This means moving around the room or area while interacting with the students and providing positive responses to appropriate behavior. It is important for adults to keep their head up and make eye contact with students and scan the area frequently. Those who are monitoring should keep body position that shows they are watching. Positive interactions can be given in a variety of ways. They must be quick, noticeable, individualized, informative, sincere, and occur with a wide variety of students. Minor and major rule violations must be handled according to protocol for the school. Responses for inappropriate behavior should be quick, private, and stated without emotion. After a response for rule violations, always try to respond to the next positive action of the student and remember to pre-correct the student for the next possible occurrence of that rule violation.

When monitoring behavior, it is wise to use a variety of ways to respond to behavior. For instance, you may respond to appropriate behavior by giving the student immediate positive reinforcement.

3.   Reinforce Appropriate Behavior

*The simplest way to ensure that students expect success is
to make sure that they achieve it consistently
(Brophy, 1987)*

Frequent recognition of appropriate behavior is key to using a PBS system. Schools will not see effective behavioral outcomes unless "positive" behavior is recognized and rewarded frequently and consistently. The rate that students receive recognition for appropriate behavior should exceed use of corrections, warnings and office referrals (Horner, Sugai & Vincent). Remember that rewards are not bribes; rewards are methods and strategies used to motivate students. Once they are motivated, students will begin to experience the intrinsic rewards of participating in class, completing school work, and interacting appropriately with adults and peers.

The ways to recognize appropriate behavior are endless. Reinforcement may take the form of verbal praise that specifically states the appropriate behavior seen by an adult in the school (in accordance with the school's expectations). Most schools, such as George Greene Elementary (Bad Axe), give students written feedback in the form of tickets. Teachers check the expectation that the student displays. The tickets can be turned in for raffles, privileges, or small rewards depending on the reinforcement system of the school. Larger rewards may include certificates, homework passes, parking passes, early release to recess or home, cut in lunch line, dance pass, sporting event pass, work with a friend in class, name printed or read in announcements, movie pass, allowed to be class helper, etc. Recognition for appropriate behavior can be given one-on-one with a student or may be conducted at school assemblies or other school-wide events. Also, rewards or recognition may be given to one student or to a whole class, group or school-wide for positive behavior.

4.   Correct-Teach-Monitor-Evaluate Inappropriate Behavior

Never skin a skunk when the skunk is in an emotional state.
Never skin a skunk when you are in an emotional state
(Unknown)

Addressing challenging or inappropriate behavior is also a very important component of PBS. School systems continue to face challenges related to problem behaviors. Challenging behaviors exist in every school and community and always will. These behaviors have an impact on academic achievement and instruction. Historically, common responses to behavioral problems have created a "tightening of the noose". This has been exemplified by increasing monitoring and supervision with out direct teaching of the expectations, restating the rules and sanctions, more attention being spent on problem behavior, zero tolerance policies, suspension and expulsion. Exclusion and punishment are the most common responses to conduct disorders in school. Lane &Murakami, (1987), Rose, (1988), Nieto, (1999), Sprick, Borgmeir, & Nolet, (2002). "Exposure to exclusionary discipline has been shown, not to improve school outcomes, but in fact to be associated with higher rates of school dropout." Skiba, Peterson and Williams, 1997, Ekstrop, Goertz, Pollack, & Rock, 1986, Wehlage & Rutter, 1986, Sprick, Borgmeier, Nolet (2002)

Thus, as an alternative approach, schools teach, monitor, and acknowledge appropriate behavior before relying on corrections and sanctions. When consequences are needed, it is important to remember the following key principles:

- Utilize least restrictive measures
- Teach a replacement behavior
- Utilize prompts, cues and precorrection during teaching and monitoring
- Treat each misbehavior as a teaching opportunity

5.   Use Data to Make Decisions in the Problem-Solving Process and Plan Development

Data can come from a variety of sources. For example, behavior data can come from record reviews, interviews, observations, rating scales, office referrals, attendance reports and specific behavior frequency counts. It is important to decide what form of behavior data is desired as frequency, intensity or duration and then what source can provide easiest, most efficient way of getting the data. Having accurate and reliable data will be essential in determining if intervention plans are working.

6.   Practices that Establish a Positive School-Wide Climate and Effective Classroom Management Skills that Help to Establish Relationships with Students

"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is MY response that decides whether a crisis will be escalated or deescalated and a child humanized or dehumanized."
– *Hiam Ginott*

According to Blum's research based on tracking 9,000 students over time, making connections with students is more important than organizational variables such as classroom size, rules, etc. Students with emotional connection to school are less likely to use drugs, engage in violence, or initiate sexual activity. One major factor that affected the emotional connection a student had with a school was a classroom with a teacher having a positive classroom management approach.

The Three Tier Model for School-Wide PBS

It would seem like a good idea for schools to follow the precept
I saw printed on an automobile drag-strip racing program:
"every effort is made to ensure that each entry has a reasonable chance of victory"
(William W. Purkey, Self Concept and School Achievement)

Tier III - Intensive Support

Tier II - Strategic Support

Tier I - Universal Support
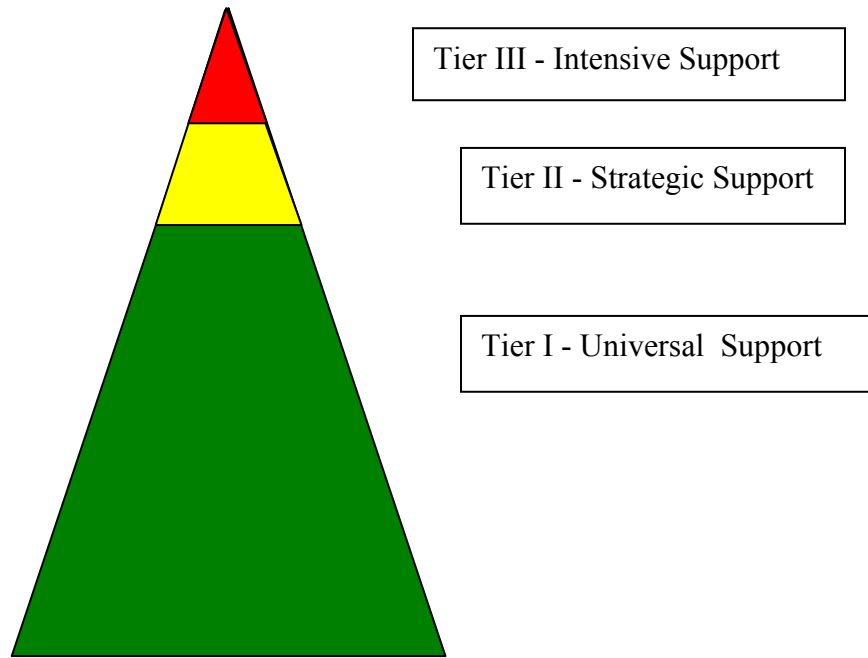
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If many youth are making the same mistake,
it typically is the system that needs to change, not the students
(Article U, page 10)

Behavior support systems need to be comprehensive, integrated and coordinated in order to be effective in yielding long-term, positive results. There needs to be a

clearly defined method to determine which students fall into which level. To make those decisions, the school team will review office referral data (SWIS), teacher referrals, and other data. The systems remain stable over time, yet the students and interventions will change over time.

In order for the systems to remain stable, the following elements must be in place:
- Stakeholder on the team with a clear vision
- Skills necessary to enact the process
- Incentives to behave appropriately
- Sufficient resources to carry out the plan
- Definitive action plan
- Team based process for problem solving, planning and evaluation
- Data driven decision making

In general, 80 – 85% of students will be able to attain behavior goals by the universal school-wide procedures alone (Tier 1). Struggling students will be provided with additional support to help them achieve success. The strategic level of support (Tier 2) includes approximately 15% students who need additional support beyond the school-wide instruction. The intensive level of support (Tier 3) includes approximately 5% who need additional support beyond the strategic level. It is imperative to establish a solid school-wide universal system of support prior to working on the strategic level. The school-wide universal system is the foundation to which additional levels of support will be built. The strong school-wide universal system will support the work done in the strategic and intensive levels.

Basic Components Needed to Develop a Three Tier PBS

Quality is never an accident. It is the result of high intention,
sincere effort, intelligent direction, and skillful execution
(Willa Foster)

1. Commitment

"People often say that motivation doesn't last.
Well, neither does bathing – that's why we recommend it daily."
Zig Zaglar, Author

Behavior must be one of the top three school improvement goals. Active participation and involvement from administration and at least 80% of school staff must be in place. Administrators should be knowledgeable of the program concepts and the positive correlation between good behavior and academic success. In order to achieve 80% of staff involvement, they must be included in developing plans, making decisions, and implementation of all aspects.

2. Building Team

Members need to be representative of school staff. This means that they should include several diverse teachers, support staff, itinerants, and at the secondary level- student representatives. School administrators **must** be active participants by being members of this building team.   Since our schools have many initiatives and committees, in may be valuable to combine teams as needed to be more efficient.   The PBS team is encouraged to meet on a monthly basis, at a minimum, to review data and will likely need to meet more often in the initial stages of PBS development.

3.   Prevention and Problem-Solving Oriented

If you believe a child will fail – you inadvertently create the conditions
for that failure as you stop problem-solving (Randy Sprick)

The PBS approach is based on the prevention of problem behaviors. The school-wide model provides great benefits by teaching expectations across a variety of settings. It uses a systematic process to identify problems and supports.

4.   Use data from various assessments

Data and team based action planning and implementation should be in operation.   Some examples of data to guide action planning and implementation include SWIS, Effective Behavior Support, School-wide Evaluation Tool, drop out rates, attendance rates, observations, and Functional Behavior Assessment.

5. Develop procedures to fit the context of your own school

There are no scripts for PBS, but all PBS schools should follow a basic template for building solid supports in their school setting.

> ### Using Data within the PBS Model

*Of all the ways to get staff buy-in, nothing has proven more
effective than actually having information
(Rob Horner)*

The School-wide System must have an effective and efficient way to identify students needing support beyond the universal approach. An assessment gives a simple way to group students based on need (similar to differentiated instruction with the reading piece.

It is imperative to have a systematic way to identify at-risk students to ensure that all students who need support receive it in a timely manner. Examples of assessment tools used to identify at-risk students include teacher referrals, office discipline referrals, and classroom rating scales. Throughout the school, the team should review data monthly to identify at-risk students.

Some key features of effective data systems are:
- Accurate
- Complete
- Easy to collect
- Used for decision making
- Help improve the overall program
- Availability
- Accessible

The purpose of continuous data collection is to track problem behaviors. Prior to regular meetings of the team members data should be summarized. This should be done on a regular basis, weekly or monthly.

http://www.swis.org

The School-Wide Information System (SWIS™) is a web-based software system for collecting and summarizing office discipline referrals in schools. The system was developed by University of Oregon faculty in collaboration with elementary, middle (junior high) and high school personnel. The purpose of SWIS™ is to provide schools with accurate, efficient, practical information for decision-making regarding school-wide discipline.

SWIS™ was developed to be an efficient, reliable and confidential strategy for managing office-discipline referral information. SWIS™ can be used (a) for internal decision making as schools improve their discipline practices, (b) for support plan design with individual students and their families, (c) for reporting to district, state and federal agencies about school outcomes, and (d) as a method of collecting aggregated data across schools.

SWIS™ database is housed on a secure and dedicated server at the University of Oregon, and is managed by a systems operator employed by the Positive Behavioral Interventions and Supports Technical Assistance Center projects at the University.

Once a SWIS™ account is set up, the school staff enters office discipline referrals onto a protected web-space. The data may be summarized to provide information about individual students, groups of students, or the entire student

body over any specified time period. Both numerical printouts and graphs (histograms) are created for use in decision-making. While SWIS™ is flexible and can be adapted to the needs of individual schools, the major uses involve monitoring (a) the number of office discipline referrals per month, (b) the type of problem behaviors leading to office referrals, (c) the locations of problem behavior events, (d) problem behavior events by time of day, and (e) the students contributing to office discipline referrals. The system uses a menu-based data entry process that makes data entry and report generation easy and efficient.

The data entered into SWIS™ is protected to ensure that only approved individuals from the school may access the database. Information about SWIS™ and opportunities for adopting SWIS™ may be obtained by contacting one of Huron County's SWIS Facilitators (As of December 2007: Joe Pratt, Cathy Stinson, Rikkii Clarent).

Other Specific Data Collection Tools

EBS Self-Assessment Survey

The EBS Survey is used by school staff for initial and annual assessment of effective behavior support systems within their school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems (e.g., classroom, music room, P.E.), and (d) systems for individual students engaging in chronic problem behaviors.

EBS Team Checklist

This checklist, authored by George Sugai, Rob Horner, and Teri Lewis-Palmer, is designed for school staff to assist in guiding implementation of Positive Behavior Support in the school. The checklist should be completed quarterly to monitor implementation activities and guide action planning.

School-wide Evaluation Tool (SET)

The School-wide Evaluation Tool (SET) is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET results are used to:

1. Assess features that are in place.
2. Determine annual goals for school-wide effective behavior support.
3. Evaluate on-going efforts toward school-wide behavior support.
4. Design and revise procedures as needed.
5. Compare efforts toward school-wide effective behavior support from year to year.

Information necessary for this assessment tool is gathered through multiple sources including review of identifiable cues, observations, and staff (minimum of 10) and student (minimum of 15) interviews or surveys. There are multiple steps for gathering all of the necessary information. The first step is to identify someone at the school as the contact person. This person will be asked to collect each of the available products listed below and to identify a time for the SET data collector to preview the products and set up observations and interview/survey opportunities. Once the process for collecting the necessary data is established, reviewing the data and scoring the SET averages takes two to three hours.

The Oregon School Safety Survey

The Oregon School Safety Survey asks respondents to rate the extent of 15 risk and 15 protective factors shown to increase or buffer school violence and discipline problems. Risk factors include poverty, child abuse, graffiti, bullying, and deteriorating physical facilities. Protective factors include positive teacher-student relationships, parent involvement, student supervision, and high academic expectations. A rating scale of 1 (not at all) to 4 (extensive) is used. In the 2000 administration of the survey, respondents also are asked to rate on a scale of 1-4 (1 = low, 4 = high) the extent to which school safety, school discipline and student behavior, academic performance, and special education services are a priority for change or improvement in their school.

Benchmarks of Quality Assessment (BoQ)

The Benchmarks of Quality for School-wide Positive Behavior Support should be completed in the spring of each school year. The Benchmarks are used by teams to identify areas of success and areas for improvement for the universal level. It compliments the EBS Team Checklist and the SET by providing a coach and team perspective on the success of the school-wide piece of a building's PBS model. It is more in depth than the EBS Team Checklist and gives an "internal" perspective regarding the universal level rather than the SET's "external" perspective. To complete the BoQ, the PBS coach will answer 57 questions regarding the universal or school-wide piece. The coach will then ask each team member to rate the same items. The coach will collect all team members' surveys and calculate average responses for each item. The coach will share the results with the team and lead the team through a discussion about commonalities and discrepancies between the team's scores and coach's scores. A final score will then be determined and entered. The 57 items are categorized into 10 "elements" or categories. By using the data gathered from the EBS team checklist, BoQ, and SET, a team will have 3 perspectives regarding the level of implementation for the universal or school-wide level of a building's PBS model. The data should be used for action planning to strengthen the school-wide level annually.

School-Wide Universal (Tier 1) Positive Behavior

Every student in the school is provided with universal positive behavior support. A school-wide universal (Tier 1) program should enable 80% or more of students to attain behavior goals—80% of students at 2 or less office discipline referrals. The first step in achieving these goals for your school is to establish a PBS team at your school made up of a diverse staff population. The team should have regular meetings and effective operating procedures.

A high-quality PBS program must include explicit instruction on three to five school-wide behavior expectations which <u>may</u> be centered around the school mascot or name. For example:

Safety
Professionalism
Attendance
Respect
Knowledge

*Huron Area Technical Center

Courteous Attitude Responsible Safety

*Bad Axe High School

Be Respectful
Be Responsible
Be Ready

*Ubly Elementary Bear Cats

Each building is responsible for developing a matrix unique to their school to describe what the expectations look like for areas such as bus, bus zone, cafeteria, bathrooms, classrooms, hallways, and recreation areas. These expected behaviors need to be stated positively and the word "don't" should be avoided whenever possible. For example, stating "walk" would be better than stating, "don't run." It is important to keep the list of expected behaviors short (2-5) and focus on those that are most critical.

Example Matrix:
*Owen-Gage Elementary

Expectations	Bus & Bus Line	Hallway	Morning Routine	Assembly	Playground/Gym/ Indoor Recess	Restroom	Lunchroom
Be Respectful	Obey instructions of bus driver & adults on duty Keep hands, feet, and belongings to self/stay against the wall Use indoor voices	Walk on the right side of the hall Hands at your sides Use a quiet voice Walk around others as needed	Put belongings away Be aware of others Wait quietly in the hallway until the teacher arrives	Enter quietly and go directly to your assigned spot Be attentive to the presenter Demonstrate Patriotism Sit still and remain quiet	Share equipment Obey game rules Use kind words when interacting with others Follow directions of playground aides or other adults Include everyone	Honor privacy of others Try to follow a 2 minute bathroom break Keep everything in its place	Use a quiet voice so cooks can be heard Use manners

All staff in the school, including administrators, teachers, support staff, itinerants, custodians, cafeteria staff, and volunteers must be trained in what the expectations mean and how students should receive rewards and consequences for their actions.

School-wide behavioral expectations need to be clearly defined and taught directly and formally at the beginning of each school year with routine "booster sessions" throughout the year.

The expectations should be identifiable within five minutes of anyone entering the school building. Any staff member or student should be able to state the expectations to an outsider.

Bob McGloughlin, KY Director of Elementary Education for Fayette County, got a call in the third week of school from the parent of a five year old child. She was inquiring about the new "district policy" that teachers were teaching the rules and expectations. When she asked her child what he was learning, he consistently reliplied, "the rules and expecations." Bob explained that it was not a district policy, but was recommended as best practice in their training and that they had encouraged teachers to teach the "rules and expectations" in the first two weeks of school. When Bob asked the mother what her concern was, she said she really didn't have a concern, she just wondered what was going on. She went on to say that when she asked her five-year-old what happened when he broke a rule, he said, "We haven't talked about that yet, but I can tell you what happens when I follow them." (Shared by Randy Sprick)

As students demonstrate behavior expectations, there should be a procedure for reinforcing them. The ways to recognize appropriate behavior are endless, yet the first step is to provide a specific verbal comment to the student. The adult needs to specifically state the appropriate behavior seen in accordance with the school's expectations. In addition to the verbal praise, the adult monitor may hand the student a ticket stating the school's expectations and which expectation they were following. For example, at Owen-Gage Elementary the tickets are in the shape of a dog bone since they are the Owen-Gage Bulldogs. Once a student is given a dog bone the student may write his or her name on the dog bone and place it in their classroom's PBS jar/bucket/box. For younger students, the teacher may write the name of the student on the dog bone for him or her. At a weekly assembly, a dog bone is drawn for each grade. Those students whose dog bones were drawn receive a reward, recognition at the assembly, and applause from their peers. Rewards may include pencils, certificates, books, small toys, candy or tickets to cut in the lunch line or longer recess time. For middle and high schools the procedure is virtually the same, but the rewards may change to meet the interests of the varying ages of students. Examples of rewards to use with older students might include homework passes, parking passes, early release to lunch or home, cut in lunch line, dance pass, sporting event pass, work with a friend in class, name printed or read in announcements, movie pass, allowed to be class helper, etc.

Rewards or recognition may be given to one student or to a whole class or group for positive behavior. For example, if a whole class is observed following an expectation, the whole class may earn recognition and a reward like a popcorn party, pizza party, movie or ten minutes of extra recess time. In addition to a regular reward system, some schools choose to do larger prize drawings at the end of the year. A name is drawn from all of the tickets given out throughout the year and students have a chance to win larger items such as a bicycle.

Schools have also found it helpful to do school-wide rewards for positive behavior. These rewards are given to all students who have received a ticket at any point that year up until the time the reward is given. Schools offer these rewards as often as they choose, but typically four times a year. This allows students who continually and consistently receive tickets for following expectations to receive an award even if their name has not been drawn at an assembly. Examples of these rewards include ice cream parties, hay rides, sledding outings, etc.

Similar to developing and following a procedure for recognizing appropriate behavior, there should also be a procedure for providing consequences for inappropriate behavior. The PBS team must identify those behaviors that create difficulties in their school and determine whether those behaviors create minor or major problems. To assist in keeping consequences consistent, a protocol must be put in place to determine the response to such behaviors. Typically minor behavior infractions are handled by the classroom teacher and major infractions are handled by the school principal. In either case, the infraction must be documented and entered into the school's SWIS system for later review of behavior data. Students who continually have behavioral difficulties receive extra support through social skills training, use of pre-corrections as reminders to use appropriate behavior, behavior charts, and/or the BEP Check In/Check Out program.

Schools using a character education program can embed such training with the school-wide PBS teaching. Emphasis should be placed on teaching the 3-5 school-wide expectations and using the character education materials to supplement or reinforce the PBS model.
	*Research with character ed programs is minimal….most suggest that such programs are inefficient with the exception of Second Steps.

To keep the school's PBS system on track, self-assessment needs to be completed regularly. The Effective Behavior Support Team Implementation Checklist provides a survey to be filled out four times a year to address these issues (see page 18/www.pbssurveys.org). The team should fill this out together and use it to guide changes in the school.

Social Skills Instruction

Research has found that students exhibiting inappropriate social behaviors are lacking the knowledge of appropriate social behaviors. "Inappropriate" social skills meet the needs of students, until an "appropriate" skill, or replacement behavior is taught. Activities that many people find quite easy (carrying on a conversation, introducing oneself to a guest, etc.) can present major difficulties for a young person who has not developed a repertoire of effective social behaviors and whose deficiencies are compounded by emotional or behavioral issues. Unfortunately, many youth have not acquired the social behaviors necessary to effectively and appropriately interact with peers and adults in school settings. As a result, they do not achieve academic success. In addition, a youth who is capable of demonstrating appropriate social skills may still have difficulty in recognizing when, where, and with whom to use a particular skill (Dowd and Tierney, 1995).

Many times, as educators, we believe that students understand expectations for appropriate behaviors. When we find students are displaying inappropriate behaviors we assume they are doing this by choice. There are multiple options available for teaching social skills. One method utilized within our Intermediate School District is The Girls and Boys Town Education Model. This Model is firmly rooted in principles of applied behavior analysis and social learning theory. Its underlying premise is that behavior is learned through feedback on behavior and its environmental consequences (Bandura, 1969). This model focuses on teaching because troubled youth have social skills deficiencies and have not yet learned or been effectively instructed on how to interact in a socially appropriate way with others (Wolf, Phillips, & Fixsen, 1972; Sarason, 1968; Shah, 1966, 1968).

The philosophy within the Girls and Boys Town program is that direct instruction is a key to remediation and growth. Positive, pro-social behaviors can be modeled, taught, and rewarded, and therefore, become viable alternatives for the youth when they are confronted with situations that previously resulted in getting into trouble (Dowd and Tierney, 1995). It has been theorized that adolescents who

display inappropriate or even illegal acts do so because they do not have the skills necessary for achieving desired goals through legitimate means, not because of any intrinsic value present in breaking the law (Hazel et al., 1983). For these youth, social skills training may present alternative paths for reaching an acceptable outcome, as well as a practical means for avoiding negative consequences.

Steps for Social Skills Instruction

Tools for Teaching Social Skills in School, 1995, suggests that you use the following steps when teaching social skills to youth:

1. Introduce the skill/give examples
2. Describe/demonstrate the appropriate behavior
3. Give a reason/rationale
4. Practice feedback

Planned Teaching is a beneficial way to directly teach social skills. To begin this type of instruction the teacher conveys to the youth what they will be discussing and identifies the skill to be learned. When describing the appropriate behavior students are provided with the behavioral steps or expectations for the individual skill being taught. In this program, the skills are broken down into specific, understandable steps, through a process called "task analysis" (Cartledge and Milburn, 1980). The specific steps involved in the task analysis of a social skill area are: 1) specifying the desired outcome or goal; 2) identifying the essential component behaviors of the goal or skills; 3) stating the behavioral elements of the skill in observable terms; and 4) sequencing the component behaviors in order of performance. If, for example, a desired outcome was "will follow instructions," the process listed above might instruct staff to teach the youth to: 1) look at the person giving the instruction; 2) acknowledge that you heard the instruction; 3) get started right away and stay on task; and 4) let the person know when you are done (Dowd and Tierney, 1995).

After the skill has been introduced and the appropriate behavior is described, providing reasons for why it is important to utilize the skill should be reviewed. This is an opportunity for the teacher to explain how learning the new skills will directly benefit them. For example, during this instructional step the trainer may say, "I know you have wanted to get a job this summer, Billy, and learning how to

follow instructions really well will be a big part of your getting one and keeping it all summer. I bet then you'll have more money to spend on that new skateboard you've wanted."

Using this approach, practicing is the next step in teaching social skills. Students must practice the skill through a variety of activities which may include partnering and reviewing the steps of the skill, journaling, role-playing, linking the skill to literature, and/or having class discussion. After each practice, all feedback should begin with enthusiastic praise and appreciation for the youth's efforts.

Promoting Generalization

A student's culture and environment plays a critical role in what students perceive to be appropriate social skills. Frequently, environmental support is insufficient to maintain recently established skills, and in some cases, the environment in which a youth lives may actually resist or punish that youth's effort at behavior change (Goldstein et al., 1980). Once students have been directly taught the specific desired behavior in order to increase the potential for generalization and maintenance specific techniques can be used (Sulzer-Azaroff and Mayer, 1986; Cartledge and Milburn, 1980, Goldstein et al., 1980). To promote generalization during training the following steps are vital:

1) Train in different settings
2) Train with different people
3) "Homework" assignments
4) Cognitive mediators: self-talk, imagery and expectations
5) Altering reinforcement contingencies

In the Girls and Boys Town Program for teaching social skills to youth, generalization may be promoted through effective praise or through corrective teaching. For example, through the technique of Effective Praise, teachers should sincerely and enthusiastically praise improvements in youth's behavior and deliver a positive consequence. This may be done through a school-wide or classroom behavior management system (token-economy or PBS tickets). When a youth engages in an appropriate social skill, particularly one that is not a typical response to their general pattern of behavior, the youth's use of appropriate behavior should be recognized, described back to the youth, and rewarded.

It is unlikely that problem behaviors will be corrected entirely through the use of individual Planned Teaching and Effective Praise. Most youth will continue to require interventions concerning problem behaviors, in addition to direct instruction in alternative ways of responding. Teaching social skills provides more options for students to choose when faced with situations involving social interactions with others. Corrective Teaching takes place immediately after an inappropriate behavior occurs. When promoting generalization through Corrective Teaching the use of structured verbal interaction occurs between the teacher and the youth. This type of instruction begins with initial praise/empathy, followed by a description/demonstration of the inappropriate behavior or skill being displayed. Consequences may then follow with an immediate description or demonstration of the desired appropriate behavior in addition to a rational. Once students acknowledge the behavior (both what was displayed and what was expected) they are given the opportunity to practice the appropriate behavior with immediate feedback and general praise.

Individual social skills training presents a crucial part in helping to diminish less desirable behaviors and is an effective method of treating serious behavior deficits in children and youth on an ongoing basis. Boys Town has demonstrated that schools can significantly reduce discipline problems when social skills are directly and humanely taught in a positive school climate (Dowdy and Tierney, 1995).

Foundations

Foundations are a three module CD-ROM program from Safe and Civil Schools. It is designed to guide school staff through the process of writing a positive and instructional school-wide discipline policy. This comprehensive approach includes:

*more than 14 hours of how-to video content
* demonstration vignettes
* study guides
* surveys that will help staff gather and use data
The program includes materials to guide a behavior committee through two to three years of planning and in-service to design and implement effective behavior support for all students in the school. In addition, the program will provide "step-

by-step" information on developing written discipline policies that will help staff be positive and consistent for years to come.

Schools can use Foundations in its entirety or pick out pieces that would compliment their PBS action plan. The materials are for teams working with students in grades K-12. Some modules are grade specific. For example, Foundations includes a module on behavior in the common area as well as the issue of tardies which would be more applicable for a secondary setting than an elementary building.

Second Steps

A Violence Prevention Curriculum that is designed to reduce impulsive and aggressive behavior in children by increasing their social competency skills. The program is composed of four grade-specific curricula: preschool/kindergarten (Pre/K), grades 1–3, grades 4–5, and grades 6–8. The curricula are designed for teachers and other youth service providers to present in a classroom or other group setting. A parent education component, "A Family Guide to Second Step" for Pre/K through grade 5, is also available.

Students are taught to reduce impulsive, high-risk, and aggressive behaviors and increase their socioemotional competence and other protective factors.
The Second Step elementary curriculum consists of thirty 35-minute lessons taught once or twice a week. Group discussion, modeling, coaching, and practice are used to increase students' social competence, risk assessment, decision-making ability, self-regulation, and positive goal setting. The program's lesson content varies by grade level and is organized into three skill-building units covering the following:

- Empathy (teaches young people to identify and understand their own emotions and those of others)
- Impulse control and problem solving (helps young people choose positive goals, reduce impulsiveness, and evaluate the consequences of their behavior in terms of safety, fairness, and impact on others)
- Anger management (enables youths to manage emotional reactions and engage in decision-making when they are highly aroused)

Strategic Support (Tier 2)

*Based on information by Rob Horner

Typically, the students falling in the strategic level have a few (3-5) office referrals for misbehavior or lack skills for success (i.e., good organization and social skills). Examples of student behaviors which may need additional support include disruptions, being unprepared, frequent involvement peer conflict, difficulty following directions, having poor social skills, and displays of low-grade aggression. Tier 2 does _not_ include students with a high number of referrals (7 or more) as such students require _intensive support._ Furthermore, it does not include students demonstrating the following behaviors: dangerous, violent, use of weapons, or self-injuries.

There must be a systematic way to identify students in need of additional supports within the strategic level. Identification of such students can be made using referral data (i.e., SWIS) or recommendation from the school team, teachers, staff members, or parents.

The group of students within the strategic level is fluid. The group members change based on need because students' needs vary across time and settings. All interventions within this strategic level must be linked to the school-wide instruction, yet still match the need of the group of identified students. As a result, the specific interventions provided may change.

Interventions used for students falling in the strategic level can be applied in all school locations (i.e., classroom, playground, cafeteria). The least intrusive intervention is always the primary choice. Thus, when deciding on interventions, consideration should always first focus on providing additional supports in the classroom. When the need is greater, pull-out programs should be used to focus on areas of need ensuring that they have generalization strategies.

Interventions in this level of support need a high level of involvement from ALL staff. There is often a misconception that interventions used in the strategic level can "fix" the student and that the classroom teacher does not need to be an active participant. This misconception often occurs in particular when there is a "specialist" involved with implementing the intervention. To fully support the

student however, all staff need to be trained on the purpose, need, and procedures for the interventions used.

A key feature of strategic interventions is that such supports are continuously available. They require low effort by teachers.   For example, within 3 days of making a referral, a teacher and student should have consultations working on the needed intervention plan. Strategic interventions must be consistent with school-wide expectations. The interventions should <u>not</u> address behaviors unrelated to the school-wide expectations. Instead the interventions should be an additional layer of support addressing the same expectations taught school-wide. A team should exist to support the strategic interventions with access to data for continuous monitoring to make effective decisions.

Interventions within the strategic level are highly effective because of their key characteristics. First, emphasis is placed on preventing problem behaviors from becoming an intensive level of concern. These interventions provide a higher degree of structure within the typical school day that strategic students require being successful. Prompts are provided throughout the day for correct behavior and at least one positive adult establishes a working relationship with the student. Secondly, the student is "set up for success." Focus is placed on pre-correction and frequent teaching of specific expectations. Thirdly, there is an increase in contingent feedback. With strategic interventions, feedback occurs more often, it is tied to specific student behaviors, and inappropriate behavior is less likely to be ignored or rewarded. Finally, strategic interventions work with groups of students rather than individuals. Grouping students is a more efficient use of time, money, and other resources.

Examples of strategic interventions include The Check-in and Check Out Behavior Education Program (Crone, Horner, & Hawkins) and Interventions: Collaborative Planning for Students At Risk (Sprick, Sprick, & Garrison).

The Behavior Education Program (BEP)

The BEP is intended to be one part of the larger behavior support in a school. It targets students who demonstrate persistent, but not dangerous, patterns of problem behavior. This school-based program provides daily support for monitoring students who are at risk of developing serious or chronic problem behavior. It is based on a check-in/check-out system that provides students with immediate feedback on his or her target behavior through teacher rating (Daily Progress Report (DPR) and adult attention on a daily basis. Expectations are clearly defined and students are given both immediate and delayed reinforcement for meeting behavioral expectations. To increase home-school collaboration, a copy of the DPR is sent home to be signed by the parents or caregivers and brought back to the school the next day. A critical component of the BEP is the collection and maintenance of data to determined the effectiveness in changing the student's behavior. Points earned are graphed and decisions are made weekly by the team to either continue, modify, or fade the BEP intervention.

The BEP incorporates several core principals of positive behavior support, including:

- Clearly defining expectations
- Instruction of appropriate social skills
- Increase positive reinforcement for following expectations
- Contingent consequences for problem behavior
- Increased positive contact with an adult in the school
- Improved opportunities for self-management
- Increased home-school collaboration

The advantages of incorporating BEP into the school-wide positive behavior support system are many. It not only helps the student but is a prevention system for the serious problem behaviors. It increases communication among teachers, parents and school. Finally BEP supports teachers and provides the consistency among staff.

Be Cool

Be Cool is developed specifically to teach the key elements of emotional intelligence - impulse control, empathy and self-awareness. Within the context of teaching how to be assertive, Be Cool teaches kids specific reflective thinking techniques to promote self-control and interrupt the tendency to impulsively act out.

In each of the video scenarios, students are challenged by a difficult person - someone who is attempting to intimidate or manipulate them - or a challenging situation. Students watch as video peers hesitate and then model three different ways to respond to conflict:

1. Blowing up (HOT)
2. Giving up (COLD)
3. In Control (COOL)

Each age-level series comes with individual modules, complete with a minimum of three video tapes and a comprehensive teacher's guide, to teach coping skills in different problem areas. Four age ranges are addressed in the six-part series: Lower Elementary,Upper Elementary, Middle School and High School.

CHAMPs/Discipline in the Secondary Classroom
(Randy Sprick, PhD., Mickey Garrison, PhD., and Lisa Howard, MS; Grades K-12)

CHAMPS helps classroom teachers design or fine-tune a proactive and positive classroom management plan that will overtly teach students how to behave responsibly. By following the effective, research-based practices outlined in CHAMPs, teachers develop methods for clearly communicating their expectations for every classroom activity and transition. Expectations to clarify are: **C**onversation (Can students talk to each other during this activity?); **H**elp (How do students get the teacher's attention and their questions answered?); **A**ctivity (What is the task/objective? What is the end product?); **M**ovement (Can students move about this activity?); **P**articipation (How do students show they are fully participating? What does work behavior look/sound like?).

The key benefits of CHAMPs include teachers establish clear expectations with logical and fair responses to misbehavior. Teachers spend less time disciplining and more time teaching. Teachers learn tools to motivate students to do their best. Students are taught how to behave responsibly.

Safe and Civil School's "On the Playground"

On the Playground can be used to train your new playground supervisors and annually refresh experienced staff. It offers an entertaining, informative, and research-based CD-ROM training program. Staff can watch video demonstrations on common playground problems and learn strategies for preventing misbehaviors.

The program includes three CDs and associated User Guides:

CD #1, *Administrator's Toolkit*—to show the Principal how to involve a leadership team in planning and designing lessons for responsible student behavior.

CD #2, *Planning Team's Toolkit*—to help the Leadership Team plan the program and train supervisors to implement it.

CD #3, *Supervisor's Toolkit*—four copies of a fast-paced, problem solving, interactive training to demonstrate effective vs. ineffective ways for your playground supervisors to handle common playground problems.

Safe and Civil School's Cafeteria Discipline: Positive Techniques for Lunchroom Supervision

This product offers two training videotapes and accompanying outlines, reproducible forms and surveys used to train your cafeteria staff and supervisors to:

* Involve students in improving the cafeteria climate
* Reduce the noise level
* Eliminate crowding and excessive lines
* Hold students accountable for cleaning up after themselves
* Promote responsible student behavior
* Diffuse escalating conflicts

START on Time!

START on Time! is a product offered from Safe and Civil Schools. It is designed to help middle and high school administrators and staff to improve student behavior in hallways. The goal of the program is to establish solid methods for attaining and maintaining a more civil and academic environment throughout the school. The entire staff works together to increase the level of coordinated hallway supervision. A "sweep" procedure is taught and utilized school-wide.

The program includes:

* two CD-ROMs
* sample lesson plans
* a reference manual
* survey forms
* reproducible overhead transparency masters

CD #1, *Planning Steps*—Establish and guide a task force through ten easy steps, adapting procedures to your school's needs.

CD #2, *Implementation Steps*—After adapting procedures, implementation can begin with less than an hour of total-staff training. Seven copies of CD #2 are included for easy dissemination to all staff.

Interventions (Safe and Civil)

Interventions are a product developed by Safe and Civil Schools. It is designed to assist staff in the planning and implementing of validated strategies to increase motivation and improve behavior for troubled students. Two collaborative processes for intervention planning are included. The 152-page manual explains how to (1) analyze a behavior or motivation problem, (2) select interventions, (3) work with classroom teachers, and (4) follow up and monitor progress. 16 detailed booklets describe how to teach individual students to work successfully in the classroom setting. Booklets can be shared with teachers as they learn specialized procedures for working with high-risk students. Audio CDs are also available to describe each part of the program.

Administrator's Desk Reference (Safe and Civil)

The three-volume Administrator's Desk Reference is a set of materials for the busy administrator developed by Safe and Civil Schools. The goal of the materials is to help administrators assume a leadership role in creating a positive school culture and climate. Administrators learn positive and effective research-based techniques to:

• Help staff develop proactive, positive, instructional policies,
• Handle discipline referrals when they do occur,
• Establish individual behavior plans when necessary, and
• Reduce behavior problems and increase a student's sense of purpose and belonging.

Volume I—Provides step-by-step suggestions and activities for guiding staff in the development of positive policies.

Volume II—Provides a game plan for dealing with discipline referrals, including detailed models of administrator/student interactions and how to establish individual plans. Includes strategies for handling 31 common problems, such as absenteeism, severe disruptive behavior, cheating and fighting.

Volume III—Meaningful work can increase the student's sense of purpose and belonging, and giving kids "real" jobs reduces behavior problems. This volume provides everything an administrator needs to start a Meaningful Work Program, including job descriptions for more than 100 school-based jobs.

Systematic Supervision: A Positive Way To Monitor Common Areas
 (Audience-All School Staff, Grades 6-8)
Developed by IRIS Media, Inc., Stephen Smith, M.S., and Jeff Sprague, Ph.D., of the Institute on Violence and Destructive Behavior at the University of Oregon.

When common area supervisors apply the principals of school-wide positive behavior support, they will feel less stress and enjoy their jobs more! With this program, middle school staff who supervise hallways, cafeterias, study halls and hangout areas learn to:

- Effectively teach school rules and expectations
- Move and Scan while supervising
- Build positive relationships with students
- Respond appropriately to problem behavior
- Communicate effectively with students, staff and parents
- Work as a team to support student behavior

Program includes both DVD and VHS video including: Systematic Supervision (30 min); Teaching Rules and Expectations (5 min); In-Service training with Stephen Smith (7 min); Trainers guide; 24 page viewer's guide; Set of 5 quick-reference cards; Link to online behavior logs and supervisory check lists.

Intensive Support (Tier 3)

The secret of education lies in respecting the pupil
(Ralph Waldo Emerson)

Intensive support is most effective when there are positive Universal and Strategic systems in place. In addition, the design and implementation of individualized supports are best executed when they are conducted in a comprehensive and collaborative manner. The process should include the individual with behavioral challenges and people who know him/her best all working together to promote positive change as a behavioral support team (BST). Support should be tailored to the student's specific needs and circumstances. It should involve a comprehensive approach to understanding and intervening with the behavior, and should use multi-element interventions. Goals of Intensive Support are to diminish problem behavior and, also to increase the student's adaptive skills and opportunities for an enhanced quality of life. Some examples of Intensive support are:

Functional Behavior Assessment (FBA)

Functional Behavior Assessment is a systematic process for identifying the events that trigger and maintain problem behavior in an educational setting. A Functional Behavior Assessment will describe specific problematic behaviors, report the frequency of the

behaviors, assess environmental and other setting conditions where problematic behaviors occur, and identify the factors that are maintaining the behaviors over time. (Manual of Recommended Practice, Project REST, June 2004)

Behavior Intervention Plan (BIP)

Behavior Intervention is a systematic implementation of procedures that result in lasting positive changes in an individual's behavior. Interventions may include positive strategies, program or curricular modifications, and supplementary aids and supports required to address the disruptive behaviors in question. It is helpful to use data collected during a functional behavioral assessments to develop the plan and to determine the discrepancy between the student's actual and expected behavior. (Manual of Recommended Practice, Project REST, June 2004)

Teach replacement behaviors

Replacement behaviors are selected as a functional replacement or substitute for a behavior (e.g., chewing gum rather than spitting if sensory needs are the hypothesis for the behavior, or walks to do errands rather than non-purposeful out of seat behavior if the hypothesis is that the behavior is a function of over-activity). (Michigan Department of Education, Office of Special Education and Early Intervention Services, 2000)

Outside agency involvement

When developing plans for students, it is important to obtain input from all pertinent agencies that students may be involved in. Outside agencies include:

- Community Mental Health
- Other Mental Health Agencies
- Family Court System
- Department of Human Services
- Any other involved agencies

Scheduled staffing with parents

When students have a functional behavior assessment and behavior intervention plan, it is important to have regularly scheduled meetings for the student team to monitor progress, adjust the plan and communicate. These meetings should be structured and focused on student or system needs.

Family Resource Center for Disabilities and Special Needs, "Manual of Recommended Practice: Project REST, " June 2004, South Carolina

Positive Behavior Support for All Michigan Students, Michigan Department of Education, Office of Special Education and Early Intervention Services, 2000, Michigan.

Researched-Based Intervention Programs: Intensive Supports Tier 3

For students falling within the intensive range, the school building team will be critical for behavior intervention planning. The team approach is meant to involve interagency systems in an attempt to achieve better outcomes for students and their families. The team should address functioning in all life domains, family, school, and community. These domains include; Medical/Health, Recreational, Spiritual, Cultural, Education/Vocational, Legal, Relationships, Social/Fun, Emotional/Behavioral, Basic Needs, School, and Other.

Representatives from each agency come together to share information and present data on the student. Each involved agency representative, student, and parent will have a role in the continuing development, implementation, and evaluation of the plan for the student.
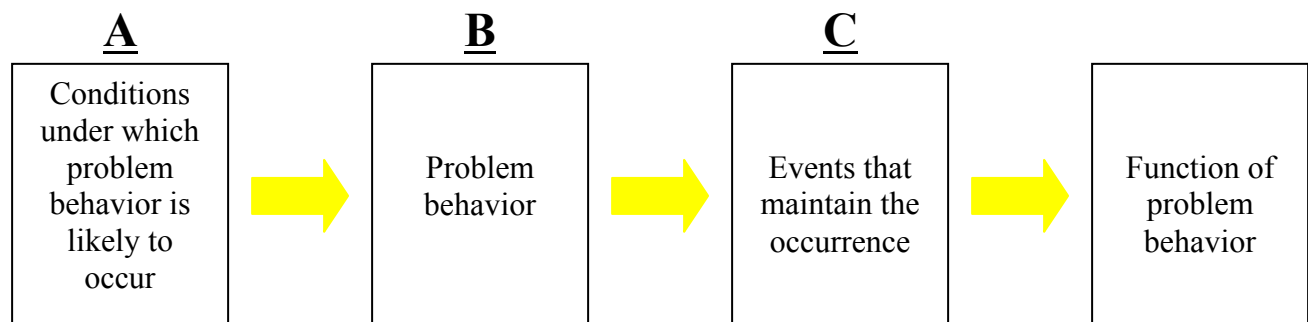
25 Minutes to Better Behavior
Randy Sprick, PhD *(Grades K-12)*

Teacher to teacher problem solving is a powerful way to develop interventions for students experiencing behavioral or motivational difficulties. Keep your collaborative problem solving meetings to 25 minutes using this simple strategy from *Interventions.* The 45 minute video shows how a simple process can keep team members on task and focused on developing a proactive and practical intervention. The accompanying manual includes a reproducible; two page record keeping form that provides a structured agenda for each meeting, plus a reproducible *Behavior Improvement Form* and *Goal Contract Form.*

Functional Behavioral Assessment (FBA)

Functional Behavioral Assessment is a systematic process for determining environmental variables that impact behavior and the maintaining function of behavior (what need is the behavior meeting?). Behavior is viewed as the interaction between the individual and the environment. The A-B-Cs of Functional Assessment includes:

A	**B**	**C**	
Conditions under which problem behavior is likely to occur	Problem behavior	Events that maintain the occurrence	Function of problem behavior

"Antecedent" events (A) is defined as what is going on when or before the behavior occurs; what "triggers" the behavior. "Problem behavior" (B) are the behaviors interfere with student (s) not meeting academic/learning goals. "Consequence" (C) is defined as what happens immediately after the behavior occurs. It could be environmental, teacher provided or internal in nature. "Function of behavior" refers to the motivator of the behavior; what keeps a behavior ongoing. Behaviors serve one of two motivation functions. They help individuals to <u>obtain</u> something they like or they help individuals to <u>escape</u> or avoid something we do not like (tangibles, attention, internal states-success/failure). From there a "Hypothesis Statement" is developed. This is

defined as a statement that describes the team's best guess about the relationship between the problem behavior and the characteristics of the environment-the specific function.

The Hypothesis statement should include when the behavior occurs (describe the circumstances)....the student does (describe the behavior)...to get/avoid (describe the consequences).

The following is an example of the Functional Assessment Process a team may use to identify environmental factors that impact and maintain consistently problematic behaviors. The process goes as follows; Describe the setting and conditions problem occur; describe the specific behavior; Identify the variables impacting that behavior; Identify the function of behavior. Behaviors serve one of two motivational functions. They help us get what we like or they help us to escape or avoid something we do not like; develop a "best guess" or hypothesis to summarize the behavior and the relationship to the environment.

5. Desired Alternative Behavior		6. Typical Consequences

4. Setting Event	2. Antecedent/ Predictor	1. Problem Behavior	3. Maintaining Consequences

7. Alternative/Replacement Behavior

Note: Some student behaviors are functions of different needs, and more than one competing pathway may need to be developed.
*For instructions, see Competing Pathways Summary.
(O'Neill, 1977)

This model looks at behavior, not personality traits. The behaviors considered must be specific, observable and measurable. In order to achieve desired behaviors for intensive students we need to conduct a Functional Behavioral assessment and link this information to proactive comprehensive Behavior Intervention Plan.

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Teachers Encyclopedia of Behavior Management
(Randy Sprick, Lisa Howard-Copyright 1995)

This book is a resource for school personnel related to the area of behavior management problems. It offers more than 800 pages of positive and practical solutions to 100 classroom problems. For each misbehavior addressed, there are three to seven different places to select an intervention tailored to the purpose, duration and specific situation. It includes a comprehensive index and is referenced for ease of use. Some of the 100 problems addressed in the manual include Absenteeism, Arguing-Student with the Teacher, Blaming Others/Excuses for Everything, Disruptive Behavior (Moderate & Severe), Homework issues and Daily Work completion. (Publisher Sopris West, www.sopriswest.com; can also be obtained Pacific Northwest Publishing, www.pacificnwpublish.com).

Tough Kids

The *Tough Kids* series are books and audio that provides tools and step by step instruction on practical ways to manage and motivate difficult student behaviors within the classroom setting. It provides teachers at all grade levels with classroom tested, ready to use materials. Information contained includes sections on the classroom environment, Mystery Motivators, Home Notes, self monitoring, contracting, activity schedules, peer tutoring forms and others. Each of the sections in the books provide an explanation of the interventions, including ready to use forms or "tools" that can be copied. Each section of the books begins with a definition of the intervention, a specific description of the intervention and completes steps for implementing the technique. In addition, there are "troubleshooting" suggestions that offer practical solutions that might occur and variations on the interventions are also provided. (Publisher, Sopris West, www.sopriswest.com).

Hawthorne Educational Services, Inc.

Hawthorne Educational Services is a publishing company that produces a number of manuals that describe problematic behaviors, about one per page, and intervention strategies to be used with both special and general education students in the classroom setting. A wide variety of interventions are provided for each learning and behavior problems contained in the manuals. The variety

of interventions allows the educator involved to choose the interventions most likely to contribute to each individual student's success. Titles of some manuals available include Pre-Referral Intervention Manual, Learning Disability Intervention Manual, Behavior Intervention Manuel and Teachers Guide to Behavior Intervention. (Hawthorne Educational Services, Inc. Telephone: 573-874-1710).

School District PBS Team

A prime function of the leader is to keep hope alive
(John W. Gardner)

The support from a district team can help to secure these three critical pieces. The district team will operate similar to many already existing school improvement committees that address the needs of multiple buildings. The purpose of the district team is to facilitate the development of practices to improve the social and academic outcomes of all students. The roles of the district team would be to 1) set a common vision for all school buildings to follow, yet adapt to their unique needs, 2) analyze district data, 3) set short and long term goals, 4) facilitate coaching and training opportunities, 5) secure funding, and 6) solicit family and community involvement.

Typically, there are 4-8 people on the district team, depending on the size of the district. The members of the district team should have daily tasks that relate to the management and evaluation of resources related to the goals of the district. The district team will typically consist of the superintendent, administrator from each building, external and internal coaches, and other relevant staff members such as a Title 1 director, Character Education Coordinator, Counselor, Special Services Coordinator, or Special Education Representative. School board member, parent and/or community agency representatives would also be good candidates for membership as they could help with gaining political support and community visibility for effective PBS practices. The district team will likely meet once a month. Specific responsibilities of the team are as follows: (www.pbis.org)

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- Set district wide goals and ensure that student social behavior is a priority and one of the top 3 district goals
- Establish regularly scheduled monthly meetings with a standing agenda with Positive Behavior Support as one major item
- Create a 3-5 year action plan with baseline and goal data and evaluation measures to monitor progress
- Secure stable funding for efforts
- Develop a dissemination strategy to establish visibility (website, newsletter, conferences, TV, newspaper article)
- Develop a coaching network (each building needs a coach to help facilitate PBS implementation)
- Seek out trainers to build and sustain school-wide PBS practices
- Evaluate school-wide PBS efforts across the district by analyzing relevant data
- Ensure school-wide expectations fit the needs of the community culture
- Ensure school-wide expectations are similar across K-12 settings, yet still meet age and building level needs
- Have representation on the county and/or state steering committee
- Celebrate district and individual school building successes

It will be vital that the district team model data-based decision making. Examples include when setting priorities, allocating resources, monitoring progress toward goals, and evaluating effectiveness. The district team should review data from individual schools within the district to identify positive trends to replicate (i.e., increase in academic performance, reductions in suspensions) as well as trends that need to change (i.e., increase in truancy, increase in office referrals). Specifically, district teams are encouraged to look at the following sources of data over time:

- Suspension and expulsion rates
- The number of office discipline referrals
- Attendance rates
- Drop-out and graduation data
- School-wide Evaluation Tool (SET) scores

- Benchmarks of Quality Indicator (BoQ) scores
- EBS Self-Assessment Survey data
- EBS Team Checklist data
- The Oregon School Safety Survey data
- Informal Survey data conducted at school buildings
- Team implementation checklists

Preschool

Many young children are not in the public school systems. They are in preschools and childcare programs where childcare providers and other early childhood professionals have a huge impact on children's behavior. Learning environments need to promote and support the development of social competence for ALL children. For young children these environments include the home, preschool, childcare, and other community settings. Some children present behavior concerns that require a new way of thinking about how children interact within different environments and why they behave as they do.

Positive Behavior Support prevents behavior problems through:
- Building positive relationships among children and adults
- Arranging learning environments
- Designing age-appropriate schedules and routines
- Teaching new behavior skills

The goal for using *Positive Behavior Supports for Young Children* are to:
1. Support age-appropriate cognitive, language, social, and emotional development
2. Maintain enrollment of young children in early care and educational settings and avoid expulsion
3. Promote school readiness
4. Create environments that assure early learning

Effective preschool classrooms and childcare programs are places where children feel well cared for and safe. They are places were children are valued as individuals and where their need of attention, approval, and affection are supported. They are also places where children can be helped to acquire a strong foundation in the knowledge and skills needed for school success.

Elementary

Positive Behavior Support in an elementary school fosters positive student behavior through clearly defined expectations for behavior. Expectations are posted throughout the building, taught in classrooms, and reviewed as necessary. Students are expected to behave in a way that does not interrupt the teaching and learning process for themselves, their teachers, and others. The focus for student and staff is on respect, responsibility, (or other expectations developed within your school setting), and making the right choices at school so all can be successful.

Positive Behavior Support is a broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behaviors whether at the Preschool, Elementary school, Middle School or High School levels. PBS in an elementary school fosters positive student behavior through clearly defined expectations for behavior. The teaching of these social expectations includes telling or explaining the meaning of specific steps of behaviors. This includes showing or modeling the appropriate methods of the expected behaviors and practicing these behaviors through periodic reviews. The monitoring of student behaviors in a variety of settings within the elementary school environment through active supervision by school personnel or peers is another step in the teaching expectation process. The final step in the teaching of the expectations process is the acknowledgement or positive reinforcement of the display of appropriate social behaviors. Expectations are posted throughout the building, taught in classrooms, and reviewed as necessary. Technology may be another way to teach the appropriate expectations. An example may be the use of digital cameras. Pictures can be taken and are downloaded as visual reminders of elementary school goals. Another example is the use of a television or computer

monitor to visually show reminders throughout the school day. Various software programs, such as PowerPoint and Word are used to put together PBS presentations and other examples. Video cameras can also be used to record and present modeling of appropriate social behaviors to students and staff.

Students are expected to behave in a way that does not interrupt the teaching and learning process for themselves, their teachers, and others. Examples of expectations for students and staff can include respect, responsibility, and safety (or other expectations developed within your school setting. Further goals include the development, continuity and reinforcement of positive relationships within the school environment. A hierarchy and consistency of consequences are as important as the teaching of appropriate behaviors. The teaching of social skills is helpful in this respect, particularly the social skills related to the acceptance of consequences (i.e. Accepting NO for an Answer; Boys Town Press) and those addressing respecting authority (Following Directions; Skillstreaming) It is helpful to remember "it is not the severity of the consequence, but the certainty that often makes the difference" (CHAMPS; Sprick-Pacific Northwest Publishing).

The framework of Positive Behavior Support and the teaching process are inclusive, as well as to Non-classroom Systems (cafeteria, hallway, bus, act.). Steps for gaining knowledge of the chosen expectations, in these areas, include teaching the expectations and routines; employing active supervision (scanning, moving and interacting in a positive way); using precorrections and reminders, and frequently positively reinforcing expected social behaviors. These can be both tangible and/or non-tangible reinforcers. Examples of tangible reinforcers that have been used include tickets or coupons. Examples of non-tangible reinforcers include verbal acknowledgement, handshake, touch on the shoulder, nod of the head, peer reinforcement.

Owen-Gage Bulldogs

Laker Lighthouse Award
Positive School Behavior

Student:
Staff:
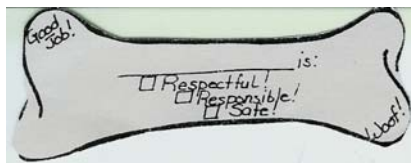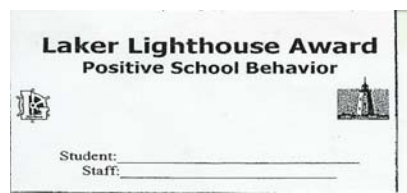
 Effective practices are only as good as the systems that support the adults who use them.

Arguing with an adolescent is like mud wrestling a pig.
You both get dirty and the pig loves it!
(Source unknown)

Positive Behavior Interventions and Supports are a proactive approach to create and maintain safe and effective learning environments in schools and to ensure all students have the social/emotional skills needed to gain success at school and beyond. At the Junior High level, the focus is assisting schools in developing structures for teaching expected behaviors and social skills, creating student behavioral and academic support systems, and applying data-based decision making to discipline, academics and social/emotional learning.

High School

"Which Prom are You Going to?"
(Sallas Morning News, April 2004)

*The most popular question at the High School this month won't be ,"Who are you talking to the prom?" or "What are you wearing?" The most pressing question will be, "Which prom are you going to? Irked by a school rule that bars many of their classmates from the school-sponsored prom, a group of students is planning an alternative prom to compete with the official prom on April 24th. High school principal Buddy, to encourage classroom attendance, decreed that students who collected eight absences between November 10 and March 31, excused or not, can't attend the prom. That didn't sit well with seniors Ian and Peter, who launched the alternative prom idea with the help of friends. "It was a joke at first," said Ian. "Then we just said, "Let's do it. **They can't stop us," added Peter, "We're teenagers with time!"** By January, a large group of students already knew they weren't going to be allowed to attend the school prom. They joined their intended prom money together to reserve a ballroom. By the end of February, there was enough money to hire a better band than the school's prom. By the end of March, students started returning school prom tickets in order to use the money instead to attend "the cool prom."*

The example above demonstrates the need for policies to help make high school students our allies, and not our enemies. There are many more students than there

are staff members who have much more time to think of the battle and drain all of our staff's energy.

As we prepare high school students to transition to their post-secondary lives, we need to create a school environment that mirrors a predictable work environment. These work place characteristics follow PBS principles with an emphasis on feeling a sense of connectedness. For example, predictable work environments (Buckingham & Coffman 2002) are places where employees:
1. Know what is expected
2. Have materials and equipment to do their job correctly
3. Receive recognition each week for work (pay check)
4. Have supervisor who cares and pays attention
5. Receive encouragement to contribute and improve
6. Can identify a person at work who is like a "best friend"
7. Feel mission of organization which makes them feel like their jobs are important
8. See people around them committed to doing a good job
9. Feel like they are learning new things (getting better)
10. Have the opportunity to do their job well

PBS implementation at high school settings is needed and possible. There are unique documented challenges that high schools will need to be aware of in order to pre-correct and problem-solve through efficiently.   These challenges include, 1) **Limited initial staff buy-in,** 2) Limited research pertaining to specifically high schools, 3) Disagreement about need, 4) Low fidelity of implementation, 5) Slow rate of progress, 6) Wide range of student competence and narrow curricular and programmatic options, and 7) Dropout option/alternative schools.

In terms of getting staff-buy in to implement PBS at a high school, we have to first change our basic thinking and assumptions about the needs of a high school.

This is no easy task that will take time, repetition of presenting best practices, and honest discussions about concerns with research findings to support PBS efforts. In particular, there are three main assumptions held about PBS in a secondary setting that are detrimental to evoking positive changes. First, there is the tendency to think that a PBS model is important for an elementary setting, yet not needed for a secondary setting as high school students "know how to act." A second assumption is that high schools need to increase the variety and intensity of punitive discipline practices. Finally, there is the tendency to think that we can not do much to facilitate positive changes at a high school or within the student body because the kids are "too old with habits set in stone."

Research has clearly shown that high schools need and can develop an effective Positive Behavior Support Model (directly from Monogram). In 2001, the United States Surgeon General published a report on the status of adolescents and antisocial behavior in which it was reported that schools can expect an increasing number of serious problem behaviors if antisocial peer networks are allowed to be established inside schools and if deviant youth behavior is reinforced by peers and adults. To affect the rates and prevent the development of antisocial behavior in youth, the Surgeon General's report strongly suggests that a prevention based approach be emphasized, and that contingencies be arranged so an intolerant attitude toward antisocial behavior is established. Schools provide parents with strategies to increase their efficiency and effectiveness in the home, therefore, a commitment to school is enhanced, academic success is increased, and a positive school climate is created and fostered. Each one of these recommendations aligns with the emphasis of School-wide PBS. If we assume that punishment alone teaches us how to act or removing troublemakers can improve the school climate, we will create a false sense of safety and security. This punitive reactive approach fosters an environment of control and can actually trigger and reinforce antisocial behavior. Furthermore, it shifts the accountability away from the school and devalues the child-adult relationship (Gottfredson, 1987; Gottfredson, Gottfredson, & Hybl, 1993; Mayer, 1995; Mayer et al., 1983; Sugai & Horner, 2002).

As a result, we need to adopt evidence-based practices that promote a positive, collaborative learning environment while understanding the unique features of high schools and adolescent development. To do this, consider the following key concepts: 1) collect data, 2) start small and then follow the basic steps to develop a comprehensive school-wide PBS model, 3) routinely use data and research showing

positive approach is more efficient than punitive approach to lead staff toward wanting/accepting a PBS model, 4) create a student PBS team or have a student representative on the staff team, 5) focus efforts on 9th grade students, 6) be persistent…..progress will likely be slower at a secondary setting than at an elementary, and 7) celebrate short-term goals periodically with staff (even more often than at an elementary setting).

Center Based Sites and Special Needs

At Center Based locations, due to the varying special education population, positive behavior support may be modified to meet the needs of the diverse programs. For example, in a preschool program, PBS is simplified by using two to three general expectations with pictures to aid in the learning process. Teachers explicitly teach these skills including physically modeling appropriate and inappropriate skills. The preschool teachers spend up to one month introducing and reinforcing the new expectations. In addition, SWIS data is used to document behavioral occurrences just as it would be used for the general populations. SWIS data is analyzed to plan for individual and classroom changes as needed.

Students at an intermediate age level with varying disabilities are also taught on average three general expectations. Oftentimes student's disabilities are so severe that it is a challenge to implement PBS, as with the pre-school, the expectations are modified to best suit the individual needs of each student.

In teenage and adult educational programs, in addition to the three general behavioral expectations, students are also taught more specific behaviors for each expectation. For example, the general expectation "be kind" in the recreation area might be "share materials." For further explanation, refer to school-wide universal and the example matrix.

When students are receiving intensive support or Tier III services and are still not being successful there are a few options available to help meet their needs.

For eligible special education students the Success Through Effective Positive Support Program (STEPS), a self-contained program in Huron County for students with severe emotional and behavioral difficulties, may be considered. As with many local districts, both the Elementary and Secondary STEPS Programs focus on teaching direct social skills through the use of Positive Behavior Support following the Girls and Boys Town Model.

In the Elementary STEPS Program students participate in a daily social skills group where a specific skill is explicitly taught. The skills are broken down into steps and students are given the opportunity to earn positive points for displaying appropriate behaviors. For example, students are taught how to follow instructions, by:

- Looking at the person
- Saying okay
- Doing what you've been asked to right away
- Checking back

When behavioral expectations are not met students earn negative points and are then given the opportunity to earn some of their points back by displaying the appropriate behavior. Although many behaviors are addressed throughout each day individual students have three target behaviors that they focus on, based on need. It is important to note that every attempt is made to assure parents, students, and professionals that placement in the STEPS Program occurs only after the LEA has exhausted all possible options and students meet very specific criteria prior to placement consideration.

General Education students who are not finding success through Tier III interventions may be considered for the Huron County Junior High Alternative Program or for secondary students, Horizons Alternative Education Program. These programs also use the Girls and Boys Town Model.

The goal of the Junior High Alternative Education Program is to teach the requisite skills for success in the classroom to enable the student to return to the regular classroom. Social skills are taught directly and progress is monitored closely. As they experience success, students are given increased levels of privileges. Students may then return to the regular class for a class period, or a half-day, with the goal of returning to the class for full day programming.

The majority of students entering the High School Alternative Education Program are credit deficient, primarily due to behavior-related issues such as poor attendance, lack of motivation, and poor study skills. The goals of the program include:

- Improving academic performance
- Improving school attendance
- Increasing school graduation rate
- Increasing job readiness and workplace maturity skills
- Developing self-esteem, respect and personal empowerment
- Enhancing citizenship, problem solving and negotiating skills
- Reducing negative behaviors

Social skills are taught directly as well as being embedded into all activities throughout the course of the school day. As students demonstrate the ability to achieve academic success and to self-manage their own behavior they are awarded more privileges, which may include attending a Technical Center Calls or returning to the home school.

Family Involvement

*An optimist is wrong just as often as a pessimist is,
but the big difference is that he has a lot more fun!
(Anonymous)*

When families are meaningfully involved in educational activities their children do better in schools (www.pbis.org).

In the past, family involvement tended to be utilized and desired mostly within the intensive level of support (Tier III). As individual students were identified, family members would be invited to participate in a problem-solving process and individual behavior plan development. This type of family support is still needed and continues to be a helpful practice. However, as schools develop a school-wide approach to student learning and behavior, family involvement is critical at all

three levels of support including universal and secondary and not reserved for individual student plans.

One of the most consistent predictors of parent involvement in school is the degree to which the school practices <u>encourage and guides</u> parent involvement (www.pbis.org, March 2007).

Invitation alone is <u>not</u> enough!

Parents vary in how much they are involved with school activities. Schools must reach out in order to involve all families. Schools need to initiate the stronger partnership between families and schools. A district-wide goal for all schools should be to enhance family and community involvement. The district's action plan, or school improvement plan, needs to have specific steps over time devoted to family and community involvement.

Active family involvement can look like many things depending on the needs of the school district. Generally, there are <u>6 types of partnership activities</u> to support families in becoming active participants within the school-wide PBS model.

1. **Decision Making**

   A parent can be on the district and/or building level school teams to provide a family perspective when reviewing data and developing action plans.

2. **Parenting**

   Family members can expand the teaching of the 3-5 school-wide expectations into their homes. It is incredibly helpful to children when both home and school "talk the same talk" and use the same words to communicate what behaviors are desired.

   Many parents struggle with understanding effective child-rearing practices and the basic child and adolescent development. Setting home conditions that support children at each age and grade level will have positive effects

on educational progress. Assistance from schools to provide information regarding effective parenting practices will be helpful.

3. **Communicating**

Effective school-to-home and home-to-school communication techniques can foster improved partnerships. Newsletters and PTO meetings are examples of ways to communicate with families about PBS kick-offs, activities, and successes.

4. **Volunteering**

Family members can be great volunteers during the school day as well as to assist with special events and activities. Typically, improved recruitment, training opportunities, and scheduling can be helpful practices of schools to solicit more family volunteers.

5. **Learning at Home**

Families can be excellent models and teachers at home for their children so that learning can take place at home as well as school. They can be involved with their children in learning activities at home, including homework and other curriculum-related tasks. Family liaisons can create PBS expectations for home in the school-wide behavior matrix as well.

6. **Collaborating with Community**

Family members can be great advocates to solicit donations from community agencies to support school-wide reinforcement systems as well as accessing other resources within the community to enhance the PBS model. Family members can also be involved by participating in school and community related activities such as supporting with public relation efforts.
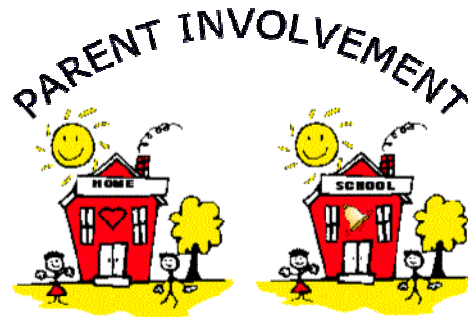
School practices that inform and involve parents are stronger determinants of parent involvement in education than parent education, family size, marital status or student grade level
(www.pbis.org, March 2007)

School teams need to be creative and diligent when soliciting family involvement. For example, one school listed all the volunteer activities that parents sign up for in a year. An activity at this school involved writing form letters to request free samples and resources from sports teams, celebrities, and other businesses. Those donated items could be used to reinforce students for positive social behavior throughout the year. Parents with the highest volunteer hours were presented with recognition awards at a school celebration. A similar competition could be done among classes within an individual school building. At other schools with a comprehensive PBS model in place, family events are routinely scheduled to introduce the school-wide expectations, show progress on school-wide outcomes, and provide families with access to information about community resources.

The following are resources that may support school-home partnerships:
- A "Family Engagement Checklist" was developed by New Hampshire's Center for Effective Behavioral Interventions and Supports. It is available at www.pbis.org.

- "Helping Your Child Become a Responsible Citizen" is a booklet with activities for elementary, middle and high school-aged children and their families. It is available for free from the U.S. Department of Education (www.ed.gov/pubs/parents/hyc.html.)

- "Tips for Parents: Incorporating Positive Behavior Support (PBS) into the IEP" is available at www.pbis.org to serve as a guide for parents who have children receiving special education services.

Community Involvement

Students must practice and learn that the behavioral expectations they follow at school are also the expectations in the community. This will allow students to generalize positive behavior into the real world. Therefore, community support and involvement is needed and must be purposefully elicited. For the community to be involved with PBS, they need information and training and must know their role in the program. One way to get this information out to the community is to include it in your school's newsletter. Other ways are to schedule family events to introduce school-wide expectations, show progress on behavior outcomes, and indicate how improved behavior increases academic time and learning. It is also wise to have community members and parents participate on your school's planning teams. When these key players are involved they learn how to teach their children the importance of school-wide expectations at home and in the community. Also, these same individuals often volunteer to participate in school activities including school assemblies and search for donations and free resources in the community.

One of the strongest predictors of parent involvement in school is the degree to which school practices encourage and guide parent involvement. Therefore, having a PBS action plan indicating how parents and the community will be involved with PBS is essential. Similar to how students are recognized for positive behavior. These community members are also recognized at assemblies and in the community for their efforts.

Conclusion

As educators, we share the responsibility of teaching each child to become a successful learner. Recognizing this responsibility, it is our obligation to explore the research and open our minds to changes in our instructional practices that support children in becoming successful learners. School-wide Positive Behavior Support is an essential component to teaching appropriate behaviors to help ensure student success. A major advance in school-wide discipline is the emphasis on a school wide model of support that includes proactive strategies for defining, teaching and supporting appropriate student behavior to create a positive school environment. Positive Behavior Support is composed of six basic components within a school. These are to teach, monitor, reinforce appropriate behavior, correct inappropriate behavior and use data to make decisions regarding needs and progress.

A continuum of Positive Behavior of all students within a school is implemented in all areas including classroom and non-classroom settings. The more specific areas of the continuum are described as universal (school-wide), strategic (3-5 office referrals) and intensive (7 or more office referrals). The purpose of School-wide Positive Behavior support is to establish a climate in which appropriate behavior is the expected norm. School-wide/Universal support is the foundation of the Three Tier Model of Positive Behavior Support. Interventions within the Strategic Level must be linked to the school- wide instruction, yet continue to match the need of the group of identified students. Least intrusive intervention is always the primary choice. Strategic supports are continually available and require low efforts by teachers. They must always be consistent with School-wide expectations. Supports and interventions within the Intensive area involve specific evaluation, such as Functional Behavior Analysis and Individualized Behavior Plan. These areas can be and are also described in relation to various education populations, which include preschool through high school and other special populations.

An application of behaviorally based systems approach enhances the capacity not only of schools, but families and communities to design effective environments which will improve the link between research, validated practices and the environments in which teaching and learning occur.

Roadblock or Challenge	Possible Solution
Referral data is limited	Share data results with staff to prove that their input is needed
Focus your efforts- there are so many initiatives	Merge similar initiatives together to become more efficient
Planning time and resources	Establishing a set meeting time and make meetings structured
Staff buy-in of EBS principles is not widespread	Encourage active participating
Professional autonomy of teachers and staff	Training sessions to expand knowledge
Selling program to student body	Involving student groups in preparation and implementation
Increase visibility of PBS	Establish consistent standards for incentive program Share goals and data with staff regularly Present and re-teach expectations
Staff attendance	Schedule time for PBS meetings and trainings to ensure the best possibility of attendance
Priority of commitment	Build commitment through ownership
Promoting initiative among the team	Ask for individual suggestions
Give out more coupons	Systems should provide resources encouragement, acknowledgement
Administrative buy-in	Share goals and data with administrator regularly

PBS Terms and Definitions

PBS

<u>Positive behavior support</u> is a proactive, preventative, whole-school approach to achieving sustained improvement in the academic and social climates of elementary, middle, and high schools. PBS has emerged from years of educational and applied behavior research.   As a scientific approach, its successful implementation relies upon the gathering and analysis of data to guide decision making. Data is used to:

1. characterize and understand a situation (such as a classroom or other school setting, a student's behavior or performance, or a teacher's instruction);
2. evaluate the effectiveness and quality of implementation of current practices;
3. guide the development of new or modified practices; and
4. monitor student and program progress.

Positive behavior support involves the assessment and reengineering of environments so that people with problem behaviors experience reductions in them and increased social, personal, and professional quality in their lives. PBS is the application of behavior analysis and systems change perspectives within the context of person-centered values to the intensely social problems created by behaviors such as self-injury, aggression, property destruction, pica, defiance, and disruption. It is an approach that combines respect for the rights of people with disabilities with a practical science about how learning and behavior change occur.

The overriding goal of PBS is an enhanced quality of life for individuals and their support providers in home, school, and community settings. The excitement about positive behavioral support lies in the promise it holds for addressing the very real and difficult challenges posed by problem behaviors (Horner, 1999). PBS Surveys.org

Tier 1-Universal

Universal support involves system-wide efforts to increase the frequency of appropriate behavior. As a System-Wide Universal effort in schools, positive behavior support consists of expectations, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of problem behavior. For example, to prevent injuries to students caused by running in hallways, schools develop school-wide expectations that: 1) establish and teach expected behavior 2) create a routine in which staff station themselves in the hallways during transition times to supervise the movement of pupils; or 3) alter the physical arrangement, such as making sure that an adult is with any group of students when they are in the hallways. PBIS.org

Tier 2-Strategic

Strategic Support is designed to provide targeted interventions to support students who are not responding to Universal support efforts. Interventions within Strategic Support are more intensive since a smaller number of students within the yellow part of the triangle (approximately 15%) are at risk for engaging in more serious problem behavior and need a little more support. Common Strategic Support practices involve small groups of students or less formal intervention strategies. Strategic Support is designed for use in schools where there are more students needing behavioral support than can be supported by Intensive Supports, and for students who are at risk of chronic problem behavior, but for whom high intensity interventions are not essential.

Tier 3-Intensive

Intensive Support is most effective when there are positive Universal (school-wide) and Strategic (classroom/small group) systems in place. In addition, the design and implementation of individualized supports are best executed when they are conducted in a comprehensive and collaborative manner. The process should include the individual with behavioral challenges and people who know him/her best all working together to promote positive change all working as a behavioral support team. Support should be tailored to the student's specific needs and circumstances. It should involve a comprehensive approach to understanding and intervening with the behavior, and should use multi-element interventions. The goal of Intensive Support is to diminish problem behavior and, also, to increase the student's adaptive skills and opportunities for an enhanced quality of life.

SWIS

The School-Wide Information System (SWIS™) is a web-based software system for collecting and summarizing office discipline referrals in schools. The system was developed by University of Oregon faculty in collaboration with elementary, middle (junior high) and high school personnel. The purpose of SWIS™ is to provide schools with accurate, efficient, practical information for decision-making about school-wide discipline.

EBS

The EBS Survey is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems.

Survey results are summarized and used for a variety of purposes including:

1. Annual action planning
2. Internal decision making
3. Assessment of change over time
4. Awareness building of staff
5. Team validation.

The survey summary is used to develop an action plan for implementing and sustaining effective behavioral support systems throughout the school (see "Developing an EBS Annual Action Plan").

SET

The SET is the School-wide Evaluation Tool used annually to assess the implementation of Tier 1 Universal PBS. An "external" person, someone who does not work in the building, will visit the school to complete the SET. The results from the SET help teams to identify strengths and areas needing improvement regarding the school-wide PBS system of support.

BoQ

The BoQ, the Benchmarks of Quality Indicators, an evaluation tool that is completed in the spring of each year. A coach completes the BoQ and then asks each team member to complete the 57-item rating scale. The coach will then lead the team through a discussion of commonalities and discrepancies between the average team scores and coach's scores. Results are used in conjunction with the Team Implementation Checklist and School-wide Evaluation Tool to provide a coach and team perspective regarding the level of Tier 1 implementation.

BEP

The Behavior Education Program is a framework for responding to moderate problem behavior and preventing the development of more serious difficulties. This program addresses a core need of elementary and middle school practitioners and educators. The Behavior Education Program is designed to help the 10-15% of students who fail to meet school-wide disciplinary expectations, but do not require the highest level of behavior support. No lengthy assessment process is required and groups of 10-30 students can participate, with minimal time and training demands on teachers and staff. Clear guidelines are delineated for conducting this proactive, research-based intervention that incorporates daily behavioral feedback, positive adult attention, and increased home-school collaboration.

FBA

Functional Behavior Assessment is a systematic process for identifying the events that trigger and maintain problem behavior in an educational setting. A Functional Behavior Assessment will describe specific problematic behaviors, report the frequency of the behaviors, assess environmental and other setting conditions where problematic behaviors occur, and identify the factors that are maintaining the behaviors over time. (Manual of Recommended Practice, Project REST, June 2004)

Helpful PBS Resources

Books

Crone, D. & Horner, R. (2003). Building Positive Behavior Support Systems in Schools & Functional Behavior Assessment. The Guilford Press.

Bosworth, K. (1999). Preventing Student Violence: What Schools Can Do. Phi Delta Kappa International Hot Topic Series.

Dill, V. (1998). A Peaceable School: Cultivating a Culture of Nonviolence. Phi Delta Kappa Educational Foundation.

Poland, S. & McCormick, J. (2000). Coping with Crisis: A Resource for Schools (K-12)—A Quick Reference. Sopris West.

Manuals

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"Positive Behavioral Support in Schools"

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Effective Behavior Support (EBS) Self-Assessment Survey Assessing and Planning Behavior Support in Schools. (2000). George Sugai, Robert Horner, and Ann Todd: Center for Positive Behavioral Interventions and Supports-University of Oregon.

School-Wide Positive Behavior Support Readiness Checklist I.

Positive Behavior Support: Comprehensive Assessment Tool © (Assessing the Level of Need for Positive Behavior Support in Your School). Florida Positive Behavior Support Project. http://flpbs.fmhi.usf.edu

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Websites

1. **Positive Behavior Interventions and Supports Homepage**
     A comprehensive website that covers Universal, Strategic, and Intensive levels of PBS. This website also contains several resources including numerous PBS presentations from the leaders of PBS.
     www.pbis.org

2. **Positive Behavior Support Compendium**
     The PBS Compendium is an effort to contribute to the general knowledge base of the critical practices and systems of PBS by making available a large assortment of resources collected from PBIS schools in St. Louis County.
     http://pbiscompendium.ssd.k12.mo.us/

3. **Michigan's Integrated Behavior and Learning Support Initiative Homepage**
     This website combines the best of scientifically based practices in Literacy and Behavior interventions. The site includes information on how to become a MiBLSi School and provides access to tools, resources, and presentations from the project.
     www.cenmi.org/miblsi

4. **Maryland's PBS Homepage**
     This website contains resources collected or developed by the Maryland PBS initiative, including a Cost/Benefit worksheet that can be used by administration to show the benefit of preventing behavioral issues.
     www.pbismaryland.org

5. **The Positive Behavior Support Project at the University of South Florida**
     A well done website that provides information and resources for PBS. This site provides a training sequence for PBS that is very informative.
     http://flpbs.fmhi.usf.edu

6. **School Wide Information System**

The School-Wide Information System (SWIS) is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions.

www.swis.org

7. **Federal School Safety Website**

Information from the federal government on current legislation concerning school safety.

http://www.safeschools.gov

8. **Center for Effective Collaboration and Practice**

The Center is dedicated to a policy of collaboration at Federal, state, and local levels that contributes to and facilitates the production, exchange, and use of knowledge about effective practices.

http://www.air.org/cecp

9. **Rehabilitation Research & Training Center on Positive Behavior Support**: National Institute on Disability and Rehabilitation Research, U.S. Department on Education. Materials and Articles List with Order Form.

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Developing "Program-Wide" Systems of PBS at the Pre-School Level (Presentation at PBIS conference, Chicago 2006) *Tim Lewis, University of Missouri, Rebecca Beckner, Early Childhood Special Education, Missouri*

District Wide (Presentation PBIS conference, Chicago 2006) *Glen Dunlap, University of South Florida, Janine Sticher, University of Missouri, Janet Richards, Huron Intermediate School District, Michigan*

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APPENDIX A

Unique Factors to Consider for Specific Age Levels

*From Monograph

Feature	Elementary School	Middle/Junior High School	High School
Academic Emphasis	Tool Acquisition & Fluency	Knowledge Acquisition & Fluency	Knowledge Acquisition, Fluency, & Knowledge Generation
Curriculum Preparation	Middle School	High School	College and/or Vocational
Alternative to Traditional Completion	Grade Retention, Charter/Alternative School	Grade Retention, Charter/Alternative School	Dropout, GED, Charter/Alternative Schools
Curriculum Organization	Grade level classroom	Departmental Specializations	Departmental Specializations
Curriculum Preparation/ Planning	Multiple Content Areas	Single Content Areas, Electives	Single Content Areas, Electives, Specializations
Focus for Principal	School	School	School/Community
Administrative Decision Making	Principal/Staff	Principal, Grade Level Team, Departments	Executive Department Head Council, Departmental, Student Council
Size	Small: Neighborhood School	Medium: Multiple Feeder Schools	Large: Multiple Feeder Schools
Attendance	Required	Required	Required, Dropout, Alternative

Scheduling/ Teacher Responsibility	Single Self-contained Classroom	Multiple Period/Block	Multiple Period/Block
Behavior Management Emphasis	Teacher-Directed	Teacher-Directed & Self-Management	Self-Management/Self recruitment
Academic Incentives (reinforcers)	Grade Promotion, Middle/Junior High	Grade Promotion, Grades, Senior High	Credits/Grades, Grade Promotion, College, Work
Student Social Incentives (Reinforcers)	Tangibles, Social Attention	Tangibles, Edibles, Social Attention, Social Status	Social Attention (Peer & Adult), Activities, Status, Individual Interests
Staff Positive Reinforcers	Professional Acknowledgments, Student Achievement	Professional Acknowledgments, Student Achievement	Professional Acknowledgments, Student Achievement
Social Behavior Development	Basic Personal & Interpersonal	Self, Peers & Adults, Relations with Opposite Sex	Personal Responsibility (e.g., Driving, Dating, Sexual Behavior, Jobs)
Rule Violation Consequences	Classroom Managed, Office Referral	Classroom Managed, Office Referral, Suspensions	Classroom Managed, Office Referral, Suspensions, Expulsions, Saturday School, Alternative School/Program, Public Safety

Problem Behavior	Minor: Physical Aggression, Temper Tantrums, Not Following Directions	Defiance, Insubordination, Fighting, Confrontation, Drug/Alcohol Experimentation	Truancy, Skipping Class, Tardies, Drug/Alcohol/ Cigarette Use/Abuse
School-Sponsored Extracurricular	Limited	Intra-mural, Clubs	Inter-mural, Clubs, Social, Sports
Parent Involvement	High	Medium	Low
Neighborhood/ Community Access	Closed	Closed	Open/Closed
Special Education	Student, Teacher, and Family Focus, Academic/Social IEP	Student, Teacher, and Family Focus, Academic/Social IEP	Student, Teacher, Family, and Department Focus, Academic/Social/ Adaptive/Vocation al IEP