Positive Behavioral Interventions and Support: Addressing Challenging Behaviors through a Multi-tiered Model of Prevention

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Welcome!

Thanks to:

- Federal & Nevada Departments of Education
- OSEP Center on PBIS
- Nevada Center for Excellence in Disabilities
- University of Nevada, Reno
Objectives

1. Understand why school climate matters
2. Learn about the impact of PBIS on school climate
3. Know how to access further PBIS resources
POSITIVE SCHOOL CLIMATE
Positive predictable school-wide climate

High rates of academic & social success

Multi-component, multi-year school-family-community effort

VIOLENCE PREVENTION

• Surgeon General’s Report on Youth Violence (2001)
• Coordinated Social Emotional & Learning (Greenberg et al., 2003)
• Center for Study & Prevention of Violence (2006)
• White House Conference on School Violence (2006)

Positive adult role models

Positive active supervision & reinforcement
HOW?

Establish positive school climate

Maximizing academic success

Teaching important social skills

Recognizing good behavior

Modeling good behavior

Supervising actively

Communicating positively

Biglan, Colvin, Hoagwood, Mayer, Patterson, Reid, Walker
Coercive Cycle

KID

( - ) School Climate

• Non-compliance & non-cooperation
• Disrespect
• Teasing, harassment, & intimidation
• Disengagement & withdrawal
• Nonattendance, tardy, & truancy
• Academic failure
• Violent/aggressive behavior
• Littering, graffiti, & vandalism
• Substance use

SCHOOL

( - ) School climate

• Reactive management
• Exclusionary disciplinary practices
• Informal social skills instruction
• Poor implementation fidelity of effective practices
• Inefficient organization support
• Poor leadership preparation
• Non-data-based decision making
• Inefficient, ineffective instruction
• Negative adult role models
Why is negative school climate undesirable?

- Shifts accountability away from school
- Devalues child-adult relationship
- Creates environments of control
- Triggers & reinforces antisocial behavior

Reactive management
Classroom & school exclusion
Restraint & seclusion
Disciplinary disproportionality

Weakens academic & social behavior development

Biglan, Dishion, Mayer, Patterson, Reid, Severson, Walker
### Positive Reinforcement Cycle

<table>
<thead>
<tr>
<th>SCHOOL (+) School Climate</th>
<th>KID (+) School Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Positive &gt; negative contacts</td>
<td>• Compliance &amp; cooperation</td>
</tr>
<tr>
<td>• Predictable, consistent, &amp; equitable treatment</td>
<td>• Respect &amp; responsibility</td>
</tr>
<tr>
<td>• Challenging academic success</td>
<td>• Positive peer &amp; adult interactions</td>
</tr>
<tr>
<td>• Adults modeling expected behavior</td>
<td>• Engagement &amp; participation</td>
</tr>
<tr>
<td>• Recognition &amp; acknowledgement</td>
<td>• Attendance &amp; punctuality</td>
</tr>
<tr>
<td>• Opportunity to learn</td>
<td>• Anger &amp; conflict management</td>
</tr>
<tr>
<td>• Safe learning environment</td>
<td>• Safe &amp; clean environment</td>
</tr>
<tr>
<td>• Academic &amp; social engagement</td>
<td>• Healthy food &amp; substance use</td>
</tr>
<tr>
<td></td>
<td>• Self-management behavior</td>
</tr>
</tbody>
</table>
What’s It Take to Shift from Negative to Positive School Climate???
## School Climate Self-Assessment

<table>
<thead>
<tr>
<th>Decision</th>
<th>SWPBS Feature</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1. Do &gt;80% of students engage in daily socially appropriate interactions w/ peers?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2. Do &gt;80% of staff daily have more positive than negative social interactions with their students?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3. Do &gt;80% of staff model daily positive expected social behavior?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>4. Do &gt;80% of students experience high levels of successful academic engagement every hour?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>5. Are we using data to monitor the above?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>6. Is our team monitoring &amp; coordinating implementation of above?</td>
<td></td>
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</table>
GOAL: “Big Outcome”

Common Vision/Values

Common Language

Effective Organizations & Positive Classroom & School Climates

Common Experience

Common Vision/Values

Quality Leadership
RCT & Group Design PBIS Studies

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate


SCHOOL-WIDE PBS
MTSS/PBIS aka SWPBS, MTSS-B, MTBF, RtI-B…

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

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

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

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

MTSS: CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

~80% of Students

~15% SOME

~5% FEW
Universal Targeted Intensive Few Some All
Continuum of Support for All
SWPBS: Core Practice Features

SECONDARY PREVENTION

• Team-led implementation with behavior expertise
• Increased social skills instruction and practice
• Increased supervision and precorrection
• Increased opportunities for reinforcement
• Continuous progress monitoring

TERTIARY PREVENTION

• Multi-disciplinary team with behavior expertise
• Function-based behavior support
• Wraparound, culture-driven, person-centered supports and planning
• School mental health
• Continuous monitoring of progress and implementation fidelity
• Increased precorrection, supervision, reinforcement

PRIMARY PREVENTION

• Team-led implementation
• Behavior priority
• Social behavior expectations
• SW & CW teaching and encouraging of expectations
• Consistency in responding to problem behavior
• Data-based decision making

Precision, Engagement, Feedback, Practice, Teamwork
IMPLEMENTATION W/ FIDELITY

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

CONTINUOUS PROGRESS MONITORING

UNIVERSAL SCREENING

DATA-BASED DECISION MAKING & PROBLEM SOLVING

CONTENT EXPERTISE & FLUENCY

TEAM-BASED IMPLEMENTATION

CORE FEATURES MTSS/PBIS
Supporting Important **Culturally Equitable** Academic & Social Behavior Competence

**PBIS emphasis**

Supporting **Culturally Knowledgeable** Staff Behavior

Supporting **Culturally Valid** Decision Making

Supporting **Culturally Relevant** Evidence-based Interventions

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O'Keeffe, & Fallon, 2012ab
EXAMPLES OF SWPBIS
<table>
<thead>
<tr>
<th></th>
<th>Bus Room A.</th>
<th>Cafeteria B.</th>
<th>Classroom C.</th>
<th>Hallways D.</th>
<th>Bathroom E.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsible</strong></td>
<td>Eat breakfast FIRST</td>
<td>Eat your meal</td>
<td>Do your best work at all times</td>
<td>Walk quietly in a straight line</td>
<td>Finish your personal business and leave</td>
</tr>
<tr>
<td></td>
<td>Go directly to bus room</td>
<td>Clean your area and empty your tray</td>
<td>Be attentive</td>
<td>Keep your eyes forward</td>
<td>Use restroom supplies sparingly</td>
</tr>
<tr>
<td></td>
<td>Sit appropriately with work</td>
<td>Use inside voices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respectful</strong></td>
<td>Respect others around you</td>
<td>Follow directions</td>
<td>Follow classroom rules</td>
<td>Walk quietly so other students can continue learning</td>
<td>Let others have their privacy</td>
</tr>
<tr>
<td></td>
<td>Obey adults</td>
<td>Use good manners</td>
<td>Listen while others are speaking</td>
<td>Wait for directions before leaving or entering rooms</td>
<td>Clean up after yourself and report problems to an adult</td>
</tr>
<tr>
<td><strong>Honesty</strong></td>
<td>Be honest with your words and actions</td>
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</tr>
<tr>
<td><strong>Safe</strong></td>
<td>Hands and Feet to self</td>
<td>Keep hands, feet and objects to yourself</td>
<td>Keep your hands, feet, and all objects to yourself</td>
<td>Walk quietly with your hands at your sides</td>
<td>Use the restroom correctly and leave</td>
</tr>
<tr>
<td></td>
<td>Follow Instructions</td>
<td>Wait to be dismissed</td>
<td>Stay seated</td>
<td>Wash in the hallways and when entering classroom</td>
<td>Wash your hands</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Raise your hand for permission to speak</td>
<td></td>
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</tbody>
</table>
Elementary SWPBS
Secondary SWPBS
Possible Measures of Student Behavior

<table>
<thead>
<tr>
<th>Measures (<a href="http://www.swis.org">www.swis.org</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Student Information System (ISIS-SWIS)</strong></td>
</tr>
<tr>
<td>1. Monitor team, assessment, selected outcomes</td>
</tr>
<tr>
<td>2. Completely individualized</td>
</tr>
<tr>
<td>3. Includes assessment of plan implementation fidelity</td>
</tr>
<tr>
<td><strong>Check-in/ Check-out SWIS (CICO SWIS)</strong></td>
</tr>
<tr>
<td>1. Monitors daily report data</td>
</tr>
<tr>
<td>2. Monitors by student, by period, by goal</td>
</tr>
<tr>
<td><strong>School-wide Information System (SWIS)</strong></td>
</tr>
<tr>
<td>Office Discipline Referrals</td>
</tr>
<tr>
<td>1. ODR per day per month</td>
</tr>
<tr>
<td>2. ODR per location</td>
</tr>
<tr>
<td>3. ODR per time of day</td>
</tr>
<tr>
<td>4. ODR per student</td>
</tr>
<tr>
<td>5. ODR per problem behavior</td>
</tr>
<tr>
<td>6. ODR per ethnicity</td>
</tr>
<tr>
<td>7. Drill Down Function to assess with precision</td>
</tr>
<tr>
<td>1. Aggression in Cafeteria by certain students.</td>
</tr>
</tbody>
</table>

License Fee
$300/school/year first application
$100 for each additional application
RESOURCES
The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education’s Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

current topics

Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support

Creating Safe Schools through Positive Discipline

Bully Prevention in SWPBS Now in French and Spanish

Basic FBA to BSP Trainer’s Manual

Module 1: Defining And Understanding Behavior

upcoming events

Texas Behavior Support State Conference Administrator Preconference June 23rd, 2014 Region 4 Education Service Center Houston, Texas

view all events

presentations

Slides from Training Retreat for PBIS District Coaches. Newly added sections, items, and more.

Presentations

exploring what’s new

Web page with a navigation menu including links to Blueprints, Research, and Training.
The School Climate and Discipline Guidance Package

January 25, 2014

School Climate & Discipline

School Violence & Mental Health

Disproportionality & School-Prison Pipeline
School Climate Transformation Grant (SCTG)
- 12 SEA sites
- 71 LEA sites (23 states)

National Youth Forum
- 10 large cities

Project Prevent
- 22 dist.

AWARE Grant
- 20 SEA sites
- 100 LEA sites
- 9 also SCTG sites

Thank you!

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