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
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 predictable school-wide climate

High rates academic & social success

Positive adult role models

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

Positive active supervision & reinforcement

Multi-modal instruction
Establish positive school climate

Maximizing academic success

Teaching important social skills

Communicating positively

Supervising actively

Modeling good behavior

Recognizing good behavior

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

Positive Behavior Support - Nevada
Nevada Center for Excellence in Disabilities
www.pbsnv.org
Why is negative school climate undesirable?

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

- Reactive management
- Classroom & school exclusion
- Restraint & seclusion
- Disciplinary disproportionality

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

**SCHOOL**

(+) School Climate

- Positive > negative contacts
- Predictable, consistent, & equitable treatment
- Challenging academic success
- Adults modeling expected behavior
- Recognition & acknowledgement
- Opportunity to learn
- Safe learning environment
- Academic & social engagement

**KID**

(+) School Climate

- Compliance & cooperation
- Respect & responsibility
- Positive peer & adult interactions
- Engagement & participation
- Attendance & punctuality
- Anger & conflict management
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior
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 ? No</td>
<td>1. Do &gt;80% of students engage in daily socially appropriate interactions with peers?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</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 ? No</td>
<td>3. Do &gt;80% of staff model daily positive expected social behavior?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>4. Do &gt;80% of students experience high levels of successful academic engagement every hour?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>5. Are we using data to monitor the above?</td>
<td></td>
</tr>
<tr>
<td>Yes ? No</td>
<td>6. Is our team monitoring &amp; coordinating implementation of above?</td>
<td></td>
</tr>
</tbody>
</table>
GOAL: “Big Outcome”

Effective Organizations & Positive Classroom & School Climates

Common Vision/Values

Common Language

Common Experience

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

ALL

~80% of Students
SWPBS: Core Practice Features

SECONDARY PREVENTION

- Team-led implementation with behavior expertise
- Increased social skills instruction, practice
- Increased supervision & pre-correction
- 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 & planning
- School mental health
- Continuous monitoring of progress & implementation fidelity
- Increased pre-correction, supervision, reinforcement

PRIMARY PREVENTION

- Team-led implementation
- Behavior priority
- Social behavior expectations
- SW & CW teaching & encouraging of expectations
- Consistency in responding to problem behavior
- Data-based decision making
- Precision Engagement Feedback Practice Teamwork
IMPLEMENTATION W/ FIDELITY

CONTINUOUS PROGRESS MONITORING

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

CORE FEATURES MTSS/PBIS

CONTENT EXPERTISE & FLUENCY

TEAM-BASED IMPLEMENTATION

UNIVERSAL SCREENING

DATA-BASED DECISION MAKING & PROBLEM SOLVING
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

Supporting Culturally Knowledgeable Staff Behavior

PBIS emphasis

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O'Keeffe, & Fallon, 2012ab
EXAMPLES OF SWPBIS
<table>
<thead>
<tr>
<th></th>
<th>Bus Room</th>
<th>Cafeteria</th>
<th>Classroom</th>
<th>Hallways</th>
<th>Bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible I</td>
<td>A.</td>
<td>B.</td>
<td>C.</td>
<td>D.</td>
<td>E.</td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>Sit appropriately with work</td>
<td>Use inside voices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respectful II</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></td>
</tr>
<tr>
<td>Obey adults</td>
<td>Use good manners</td>
<td>Listen while others are speaking</td>
<td>Be supportive of classmates efforts and use kind words</td>
<td>Let others have their privacy</td>
<td></td>
</tr>
<tr>
<td>Honesty III</td>
<td>Be honest with your words and actions</td>
<td>Be honest with your words and actions</td>
<td>Be honest with your words and actions</td>
<td>Be honest with your words and actions</td>
<td></td>
</tr>
<tr>
<td>Safe IV</td>
<td>Hands and Feet to self</td>
<td>Keep hands, feet and all 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></td>
</tr>
<tr>
<td>Follow Instructions</td>
<td>Wait to be dismissed</td>
<td>Stay seated</td>
<td>Raise your hand for permission to speak</td>
<td>Walk in the hallways and when entering classroom</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Use the restroom correctly and leave</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>Wash your hands</td>
</tr>
</tbody>
</table>
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.

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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

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upcoming events

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

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presentations

Slides from Training. Newly added sections, items, and more.

Presentations →

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getting pbis in my school

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videos
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

Multi-Agency Effort
Thank you!

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