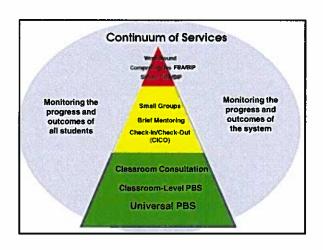
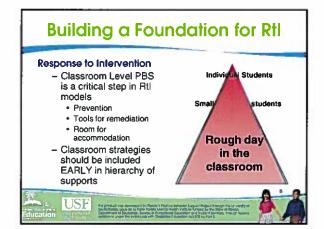


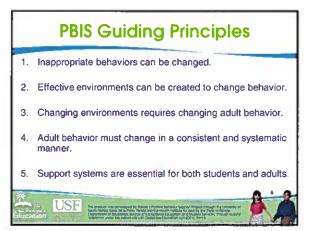
Current Trends

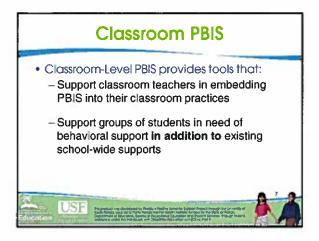
- Children are coming to school with skill deficits, learned inappropriate social interaction strategies, lack of opportunity to practice pro-social skills at home and in their communities
- Rates of problem behavior continue to increase
- Educators engage in discipline practices that do not change behavior. "Getting tough" on discipline.
- Lack of discipline is one of the biggest problems facing public schools
- More time is being spent on reactive classroom and behavioral management and less time on academic instruction
- Technology for developing and sustaining proactive and structured learning environments exists

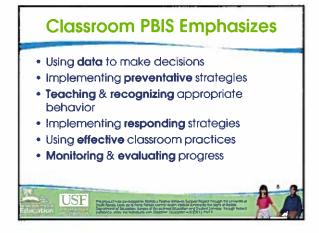
(Biglan 1993, 1995, Distrion & Andrews 1995, Distrion, Parserson, Stockhiller, & Skirner 1991, Patterson, Rold. & Distrion, 1992); Koop & Lundberg, 1992); (Mayer 1995, Mayer & Burservork 1979, 1981, Mayer, Nalpaksas, Burservork, & Hollingsword, 1987); (Nalbona Elizications Coale Report 1998); (Glave & Zigmond 1990); (Cohen, Kameera, & Suyau 1990; Cokretagion, 1997)

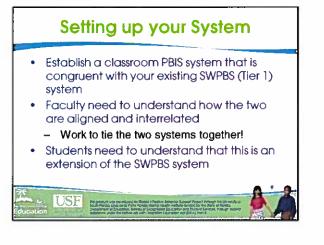




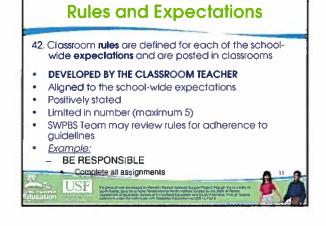


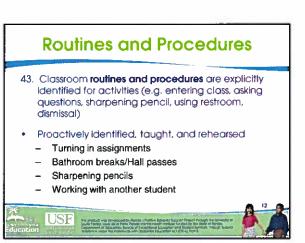


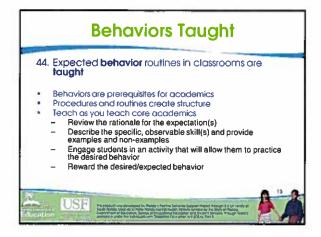




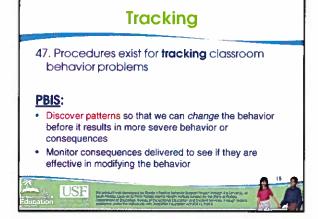


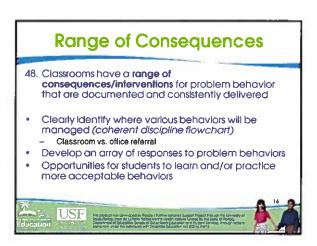


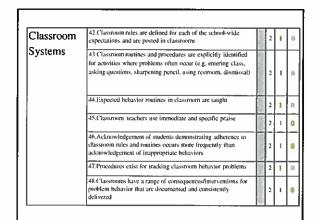


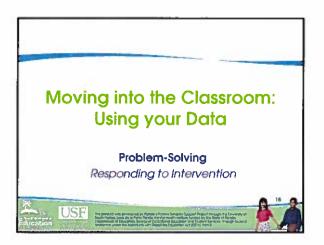












Determining if Your School Needs Classroom Support

- Gather sources of data necessary to identify classrooms in need
 - ✓ School Level
 - ✓ Classroom Level
- 2. Examine the data to assess whether or not there is a need for Classroom PBIS



Tier 1: School-Wide, Core/Universal Supports

- If the Benchmarks of Quality (BoQ) score is less than 70, then revisit Tler 1 and/or Classroom supports
- If the discipline date indicate an increase in ODRs, ISS, and/or OSS, Ihen revisit Tier 1/Universal
- If the BoQ score is greater than 70, but the discipline data Indicate an increasing trend In ODRs, ISS, and/or OSS, then revisit Tier 1 and/or Classroom supports
- If the BoQ score is greater than 70, and the discipline data indicate a decreasing trend in ODRs, ISS, and/or OSS, then assess the need for supplemental (Tier 2)



System or Student Problem?

Rtl:B 4-Step Problem-Solving Process

- Step 1: Problem Identification
 - If a student spends a lot of time in an environment that generates a high rate of problem behavior...

OR

 If a student spends time with adults who do not teach and/or reward appropriate behavior...

the environment likely contributes to the student's problem



Student Identification: A System or a Student Problem?

Tier 1 SWPBS:

- Was the student taught the school-wide expectations and rules?
- Did the student earn reinforcers for engaging in the schoolwide expectations?

Gap Analysis (Classroom):

- Is the student's problem behavior significantly different from his/her peers?
- Are effective instruction and behavior management occurring within the classroom?
- If the answer is "No" to any of these questions, address the environment (Tier 1-Universal/Classroom) before considering Tier 2 supports.



Tiers 1/2: Classroom Support

- If over 50% of ODRs are from numerous classrooms, then reveil fler 1/Universal for all classrooms
- If a few classrooms are responsible for the majority of ODRs, then address Classroom PBS using the Classroom Consultation Guide
- If the BoQ score is less than 70, then revisit SWPBS and/or address Classroom PBIS using the Classroom Consultation Guide
- If the discipline data indicate an increase in ODRs, ISS, OSS and most of the referrals are coming from multiple classrooms, then revisit Tier 1 for all classrooms
- If a teacher has received additional support, interventions were implemented with fidelity, but the student's behavior is not improving, then consider supplemental supports (Tier 2) for that

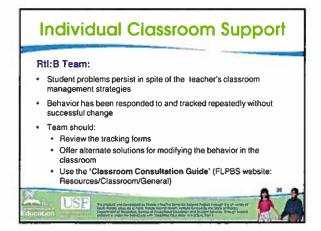


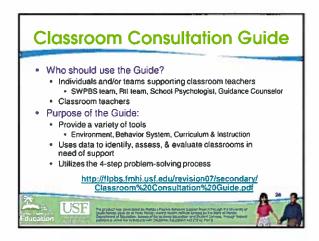
System or Student Problem?

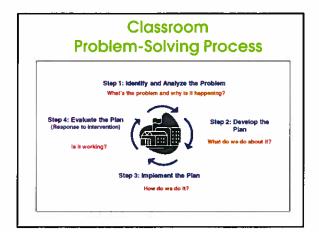
Tier 1 and/or Classroom PBS Systems:

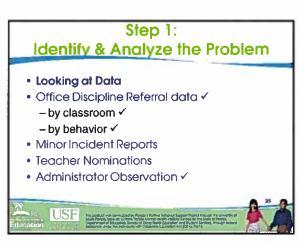
- . BoQ score = 70% or greater
- · Implementation is consistent and ongoing across staff
 - Teaching, rewarding and proactive discipline are occurring throughout the year
- SWPBS is effective for ~80% of the students
 - . 0-1 ODRs for most students
- Fewer than 40% of referrals are coming from the classroom

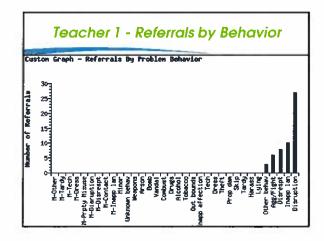


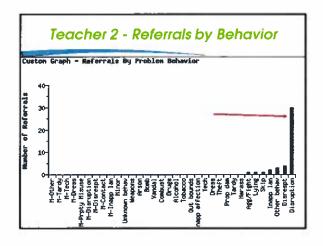


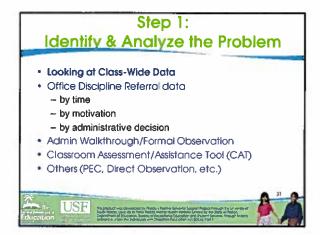


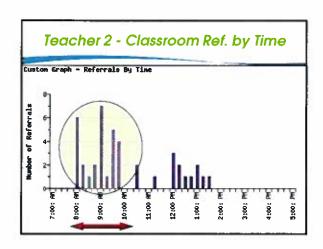


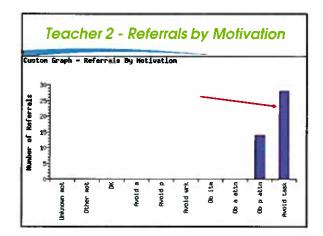


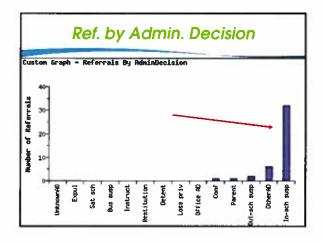




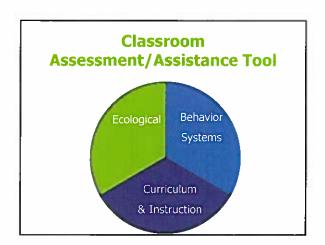


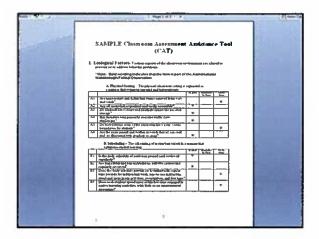


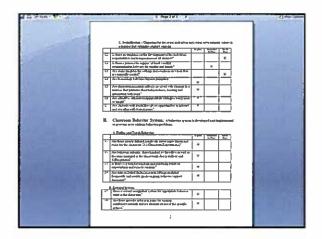


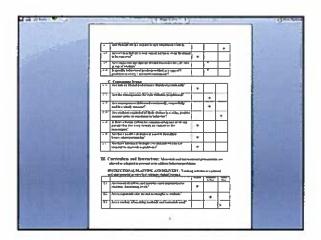


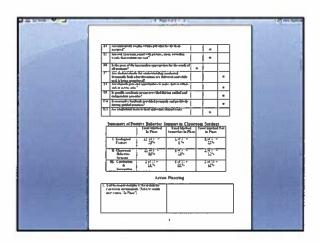


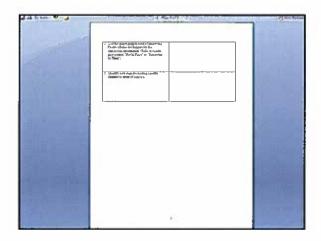














Goal Statement

 Describes what the classroom teacher and team would like to have happen instead of the problem behavior

At least 80% of the students in Teacher #2's classroom will engage in on-task behavior (listening quietly to instruction, taking relevant notes, keeping their eyes on the teacher) for at least 15 consecutive minutes during large-group reading instruction.



Hypothesis Statement

• Example:

When the teacher doesn't review recently learned material, and changes topics before checking for comprehension, close to half of the students in the classroom engage in disruptive behavior to avoid the new task (based on Instructional Organization, Curriculum & Instruction sections).



Hypothesis Statement

Example:

When the teacher explains directions to the entire class, close to half of the students in the classroom engage in disruptive behavior in order to escape the task, as it appears they aren't fluent in using proper listening skills (based on Ecological Factors, Behavior System sections).



Step 2: Develop the Plan

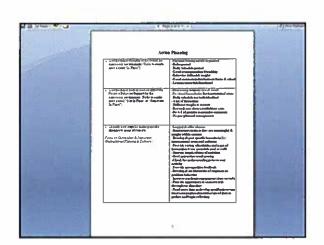
- Use the percentages gathered on the Classroom Assessment/Assistance Tool to develop a plan for intervention within the classroom
 - · ID Strengths (Items scored as "In place")
 - ID Areas of Need (Items scored as "Not in place" or "Somewhat in place")
- The CAT Action Plan should link various strategies to the hypothesis and include next steps for making changes to areas of concern
- Use the Resources provided to assist in the development of the intervention plan

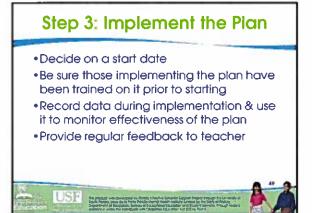


Resources

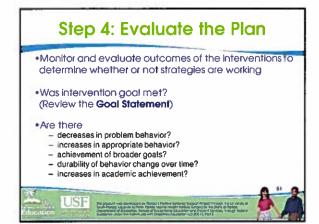
- Access empirically-validated interventions
- · Resource sections in the Guide include:
 - Teaching Behavior
 - Reward Systems
 - Responding to Problem Behavior
 - Environment
 - Curriculum and Instruction
- · Remember to use resources available at your school

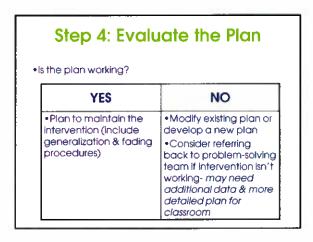


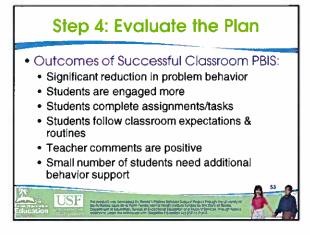


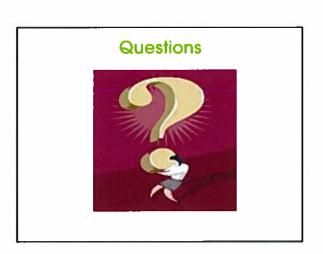


Check for Intervention Effectiveness Daily tally of behavior incidents Daily rating of task engagement Office discipline referrals for that classroom Work products of students (accuracy, work completion) Number of students participating in discussions Time students spend on-task Student Interviews Observation systems









Resources • Heather Peshak George, Ph.D. – FL PBS: Rtl:B Project at USF – Co-PI, Co-Director & PBIS Research Partner • Phone: (813) 974-6440 • Fax: (813) 974-6115 • Email: flpbs@fmhi.usf.edu • State Website: http://flpbs.fmhi.usf.edu • National Website: www.pbis.org • Association on PBS: www.apbs org