Integrating Services and Supports for At-risk Children and Adolescent through School-wide Positive Behavior Support

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Big Ideas

- Understand interaction between behavior and the teaching environment (*Functional Relationship*)
- Build Positive Behavior Support Plans that teach pro-social “replacement” behaviors
- Create environments to support the use of pro-social behaviors
  1. School-wide
  2. Classroom
  3. Individual student

The Challenge

- Approximately 1 in every 4 to 5 youth in the U.S. meets criteria for a mental disorder with severe impairment across their lifetime (Merikangas et al., 2010).
- Among those affected only 30% actually receive services (U.S. Public Health Service, 2000)

The Challenge

- The most common conditions include
  - Anxiety (31.9%)
  - Behavior disorders (19.1%)
  - Mood disorders (14.3%)
  - Substance use disorders (11.4%)
- Approximately 40% of individuals meet criteria for multiple disorders.
  (Merikangas et al., 2010)
The Challenge

- The median age of onset occurs during school-age years
  - 6 years for anxiety
  - 11 years for behavior
  - 13 years for mood
  - 15 years for substance use disorders.

(Merikangas et al., 2010)

So what do we do?

PuUng Evidence-Based Processes in Place
Prevention, Early Intervention and Individualized Student Supports through Positive Behavior Support

"All organizations [and systems] are designed, intentionally or unwittingly, to achieve precisely the results they get."

R. Spencer Darling
Business Expert
Starting Point....

- We cannot “make” students learn or behave
- We can create environments to increase the likelihood students learn and behave
- Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity

School-wide Positive Behavior Support

- Problem solving framework
- Systematic implementation of evidence-based practices
- Layers in increasingly more intensive environmental supports to increase the likelihood students are academically, emotionally, and socially successful

SW-Positive Behavior Support

Designing School-Wide Systems for Student Success

Academic Systems

- Intensive, Individual Interventions
  - Individualized, proactive
  - High intensity

- Functional Group Interventions
  - High efficiency
  - Rapid response

Universal Interventions

- All students, proactive

Behavioral Systems

- Intensive, Individual Interventions
  - Individualized, proactive
  - High intensity

- Functional Group Interventions
  - High efficiency
  - Rapid response

Universal Interventions

- All settings, all students, proactive
**Universal School-Wide Features**

- Clearly define expected behaviors (Rules)
  - All Settings
  - Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for data-based decision making
- Family Awareness and Involvement

**Essential Features at the School Level**

- Teams of educators within the school (administrator)
- Data-based decision making
- Instructional Focus
  - Teach & Practice
- Acknowledge student mastery of social skills
  - Positive Feedback
- Readiness across Tiers (universals always a priority)
- Access to on-going Technical Assistance

**Benton Elementary School**

<table>
<thead>
<tr>
<th>汚れ</th>
<th>All Settings</th>
<th>Classroom</th>
<th>Hallways</th>
<th>Classrooms</th>
<th>Bathrooms</th>
<th>Playgrounds</th>
<th>Assemblies</th>
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<tr>
<td>Rule</td>
<td>Clearly define expected behaviors (Rules)</td>
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RAH – at Adams City High School  
(Respect – Achievement – Honor)

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<thead>
<tr>
<th>ROH</th>
<th>Classroom</th>
<th>Hallway/ Commons</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
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<tr>
<td>Respect</td>
<td>Be on time, attend regularly, follow class rules.</td>
<td>Keep location neat, keep to the right, use appropriate lang., understand norms, allow others to pass.</td>
<td>Put trash in cans, put trash in cans, be mindful of others' personal space, flush when done.</td>
<td>Keep area clean, put trash in cans, be mindful of others' personal space, flush when done.</td>
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<td>Achievement</td>
<td>Do your best on all assignments and assessments, take notes, ask questions.</td>
<td>Check space before you leave, keep track of personal belongings.</td>
<td>Be a good example to other students, leave the room better than you found it.</td>
<td>Is your school a place where you would want your own child to attend?</td>
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<tr>
<td>Honor</td>
<td>Do your own work, ask the teacher.</td>
<td>Be a role model of respect and culture; personal space.</td>
<td>Keep your own place in line, maintain personal boundaries.</td>
<td>Report any misuse or vandalism.</td>
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Creating Environments

- Focus on socially important behaviors
- Inviting atmosphere / Friendly & Helpful
- Connections / relationships between:  
  - Staff-staff
  - Staff-students
  - Students- adults

Building an Environment to Support Behavior...


Study Basics

- Subject:  
  - Seven years old
  - Identified with EBD and ADHD
- Setting  
  - General education 2nd grade classroom with 19 other students
  - One licensed teacher and one student teacher
- Concern  
  - Student exhibits high rates of off-task
  - Student shouts out answers and questions and comments at high rates and often inappropriate
“Function of Behavior”

- Descriptive (interviews and teacher reported ABC/ Scatterplot data)
  - Function identified as \textbf{Attention}
  - Significant antecedents: \textit{multiple step direction and group settings}
  - Very High rates of both problem behaviors reported/ inconsistency in accuracy of data collection

“Environment Assessment”

Significant variables:
- clarity of expectations & directions
- consistency of expectations
- accessibility of class schedules
- lack of enforced procedures (especially regarding to hand raising and verbalizations or entire class)

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\includegraphics[width=\textwidth]{chart1.png}
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Tier II

Tier II (small group)

- Efficient and effective way to identify at-risk students
  - Screen
  - Data decision rules
  - Teacher referral
- Informal assessment process to match intervention to student need
  - Small group Social Skill instruction
  - Self-management
  - Academic Support
- Part of a continuum — must link to universal school-wide PBS system

Tier II/III Support Process

- Step 1 – Insure Universals, including Classroom, in place
- Step 2 – Student Identification Process
  - Decision Rules
  - Referral
  - Screen
- Step 3 – Classroom Problem Solving
  - Classroom supports (function-based)
  - Progress monitor
- Step 4 - Tier II/III supports
  - Non-responders to grade level supports
  - Match function of student behavior to intervention
  - Progress monitor
- Step 5 - Evaluate Process

Are Universals in Place?

- Schoolwide Evaluation Tool over 80%
- Administrative Walk-Through’s To Observe Classrooms
- Feedback from Parents and Visitors
- Office Discipline Data
Tier III (individualized support)

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional Behavioral Assessment
- Connections to Mental Health and Community Agencies (Integrated Framework Monograph)
- Part of a continuum – must link to universal school-wide PBS system
FBA – PBS Plan Process

Success requires:
1. Individual(s) with expertise in FBA-PBS
2. Fluency with a clear process among all staff whereby roles are clearly defined
3. A basic understanding of Applied Behavior Analysis (Behavior is functionally related to the teaching environment) among all school staff

SW-PBS/PBL Outcomes
High School Outcomes....

- Triton High School
  - 48% Free and reduced lunch
  - 59% reduction in suspension
  - Halved the drop out rate

- Mountain View High School
  - 30% free and reduced lunch
  - 30% reduction in ODR
  - Last to first in achievement in district
**Group Cost Benefit**

*Office Referral Reduction Across*

12 PBIS schools = **5,606**

If one Office Referral = 15 minutes of administrator time, then 5,606 x 15 = 84,090 minutes

1401.15 hours or

**233 days**

of administrator time recovered and reinvested.

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**June 2014**

**RCT & Group Design PBIS Studies**

Goals of Major Study

• Identify/develop effective education and mental health interventions for students with emotional and behavioral problems
  – Maximize intervention feasibility
  – Maintain evidence based best practices approach
  – Develop interventions within existing school resources

Considerations for Intervention Development

• Interventions must be multi-component to adequately address the diverse needs of students with EBD
• Interventions must be delivered by practitioners after relatively little training and with minimal on-going technical assistance
• Classroom and Mental Health Manuals
• Assessment & Resources matched to interventions
Manuals

- Overview / Rationale / Evidence
- Assessment / Data source to match
- Intervention steps
- Supporting forms/ tools/ examples

MH Challenges

- Personnel with time
- Assessment
- Evidence-based interventions that “fit” within instructional context

MH Interventions

- Interpersonal Skills Group
- CBT for anxiety and worry
- CBT for depressed mood
- Family Interventions & Supports
HS Classroom Challenges

- Lack of effective differentiated instruction and classroom management found in many classrooms
- Wide range of instructional delivery set-ups driven largely by curriculum and credit requirements

Basic Logic

- All students enrolled in “check & connect” – Organization
  - Progress Monitoring
  - Mentoring / problem solving
- Classrooms targeted for intervention based on combination of student failure and evidence of problem behavior
- Classroom Assessment – interventions tailored to address weaknesses /missing components & reinforce strengths

Classroom Assessment Targets

- Classroom Structure
  - Rules and routines
- Improving Teacher-Student Interactions
- Evidence-Based Academic Instruction
  - Opportunities to Respond (OTR)
  - Incorporating students’ choice and interests
- Accommodations
- Responding to problem behavior
Here in Australia

Australian PBL/PBS Network/Centre

Representatives from:

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Funding  Visibility  Political Support  Policy

LEADERSHIP TEAM (Coordination)

Training  Coaching  Evaluation  Behavioral Expertise

Local School/District Implementation Demonstrations
880 (44%) of Public Schools in NSW have trained to implement Positive Behaviour for Learning.

Approximately 2000 schools trained to implement PBL/PBIS.

Remember

- We cannot “make” students learn or behave
- We can create environments to increase the likelihood students learn and behave
- Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity

Some Final Thoughts
For More Information

OSEP Center for Positive Behavioral Interventions and Supports
  pbis.org

Missouri School-wide Positive Behavior Support
  pbismissouri.org

Center for Adolescent Research in Schools
  ies-cars.org

IDEAS that Work
  osepidiasthatwork.org

What Works Clearinghouse
  ies.ed.gov/ncee/wwc