Positive Behavior Supports in the Classroom

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pbs.org

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

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Designing School-Wide Systems for Student Success

Academic Systems

- Intensive, Individual Interventions
  - Individual, proactive
  - High intensity
- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- Universal Interventions
  - All students
  - Preventive, proactive

Behavioral Systems

- Intensive, Individual Interventions
  - Individual, proactive
  - High intensity
- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- Universal Interventions
  - All settings, all students
  - Preventive, proactive
The Challenge

- Students spend majority of their school day in the classroom
- Majority of “discipline problems” originate in the classroom and often result in removal from instruction
- Remaining engaged in instruction essential to student academic and social success
- “Culture” of education often reinforces ineffective practices and creates barriers to implementing effective practices

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
Setting up the Environment

Establishing expectations (Kamien & Simmons, 1990):

- What do I want my classroom to look like?
- How do I want children to treat me as a person?
- How do I want children to treat one another?
- What kind of information or values do I want to communicate to students about being an adult, an educator, a woman or a man in today’s society?
- How do I want children to remember me when the last day of school ends and I am no longer part of their daily lives?
- How can I change my instruction to help pupils develop the skills I am trying to teach?

Bottom line = ask yourself if students have pre-requisite and requisite skills to succeed based on each of your answers – if not, teach and practice
Classroom Universal Essential Practices

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need

Challenge: How to Insure All Staff Are Using Effective Practices

http://pbismissouri.org/educators/effective-class-practice

Typical School Day

17% Direct Instruction
33% Seatwork
20% Transitions
30% Discipline & Other Non-Instructional Activities

Cotton, 1995; Walberg, 1988
Discussion: Importance of expectations & behaviors?

- Pair Up
- 2-Minute Frenzy – Discuss:
  - How has clarifying schoolwide/non-classroom setting behaviors/rules impacted student behavior in our school?
  - Why do you think it is important to clarify classroom behaviors/rules?

Activity: Classroom Rule Writing Activity
Option 1

- List problem behaviors in your classroom
- List replacement behavior (what we want kids to do instead)
- List schoolwide expectations
- Categorize rules within schoolwide expectations

Classroom Procedures & Routines Self-Assessment

1. What is your attention signal? When do you use it?
2. What is the procedure/routine for entering/exiting the classroom?
3. What is the procedure/routine for personal belongings (e.g., coats, etc.)?
4. What is the procedure/routine for obtaining materials/supplies?
5. What is the procedure/routine for the start of class?
6. What is the procedure/routine to gain assistance?
7. What is the procedure/routine for working in groups?
8. What is the procedure/routine for working independently?
9. What is the procedure/routine for creating personal needs (e.g., restroom)?
10. What is the procedure/routine for turning in homework?
11. What is the procedure/routine for making-up missed work?
Effective Professional Development

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Demonstrate Knowledge</th>
<th>Demonstrate New Skill in Training</th>
<th>Use New Skills in Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory &amp; Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Plus Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Plus Practice and Feedback</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>Plus Coaching in the Classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce and Showers, 2002

Classroom Systems

• Teach
  – Brief in-service, single topic focus
• Practice (performance feedback)
  – Peer coaching
  – Principal “walk through”
  – Direct observation / data collection

Universal Classroom Example

The Beginning – Background Info.

• School used a universal screening instrument in October of 2012.
• Results indicated that 32.3% of students were in the at-risk or high-risk range.
• Team decided to focus first efforts on implementation of Tier 1 with higher levels of fidelity.
Baseline Data Collection

• Classroom-Level Observations of Effective Classroom Practices
  • Expectations & Rules
  • Procedures & Routines
    • Encouraging Expected Behavior
    • Discouraging Inappropriate Behavior
    • Active Supervision
    • Opportunities to Respond
  • Based on data, team identified 1 practice to improve upon.

Professional Development Process & Data

- October 2013 – Initial Observations, Ratio at 1.85:1
- January 2013 – Staff Professional Development on Positive Specific Feedback
- February 2013 – Follow-up Classroom Observations, Ratio at 2.44:1
- March 2013 – Additional Staff Professional Development with Increased Practice and Supports
- May 2013 – Final Classroom Observations of the School Year, Ratio at 6.55:1

End of Year Outcomes

• ODRs decreased by 39.41% from 2011-2012 to 2012-2013.
• Minor referrals decreased by 34.8% from 2011-2012 to 2012-2013.
• Classroom minor referrals decreased by 33.5% from 2011-2012 to 2012-2013.

Tier III Classroom Example

**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 **Attention**
  - Significant antecedents: **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)
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 Team
  - Classroom supports (function-based)
  - Progress monitor
- Step 4 - Tier II/III supports
  - Non-responders to classroom supports
  - Match function of student behavior to intervention
  - Progress monitor
- Step 5 - Evaluate Process

3. Classroom Problem Solving

- Grade level / combinations
- Once a week focus of meeting = social behavior concerns when decision rule met
- Standard problem solving steps
Classroom Problem Solving

- Student meets data decision rule
- Classroom teacher completes preliminary forms (documents student progress to date)
- Problem solving lead walks team through problem solving process
- Tier II/III Team partner attends if team is unable to identify patterns leading to intervention or when significant concerns noted
- Plan put in place
- Student progress monitored and reported at weekly meetings

Classroom Problem Solving

- Process leader
  - Classroom teachers, Specialist teachers
- Tier II/III Team partner
  - School Psychologist, Counselor, Administrator
- Process
  - Data-based decision making
    - Guiding questions
  - Function-based intervention
    - Teach replacement
    - Environmental alterations / supports
  - Monitor progress

Classroom Problem Solving Process

- Develop intervention based on function of behavior
- Environment changes
  - Student skills to teach/practice/reinforce
- Monitor progress
  - Same data that brought them to your attention
  - Problem and Appropriate behavior
  - Teacher observations

Form D

Grade Level Team Tier 2 Function Based Matching Process

Student: __________________________  Classroom Teacher: __________________________  Grade: ________

Date: ________

Complete the Brief Assessment of Function of Behavior & Matching Process with your grade level team.

1. Summary of the Problem

We have the most problems during _________.

<table>
<thead>
<tr>
<th>Antecedent (situation)</th>
<th>Function/Pay-Off (consequence)</th>
<th>Problem Behavior</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation:</td>
<td>Function:</td>
<td>Problem Behavior</td>
<td>Response</td>
</tr>
<tr>
<td>Where...</td>
<td>The student will...</td>
<td>Then this happens</td>
<td>So the function of</td>
</tr>
<tr>
<td></td>
<td>(continue)</td>
<td>(teacher doesn't)</td>
<td>behavior is to get or avoid (at this time)</td>
</tr>
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</table>

2. Replacement Behavior (What do we want the student to do instead? An observable behavioral skill [from the Schoolwide PBS expectations matrix])
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