Primary Prevention & School-wide Positive Behavior Support

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Why focus on prevention?

In The U.S.

• 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)
In The U.S.

- 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)

In The U.S.

- 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)

In The U.S.

- Current US prevalence of students receiving special education under SED category = 0.85% (9.7% of all students on IEP K-12)
- Estimated prevalence = 5-7%
- Implication (5%) = 2,201,943 students who could qualify might not be receiving services
  (456,407 SED on IEP / 53,167,000 students K-12)
Even in the happiest country on the planet (Denmark)

- 20-50% of youth ages 10-14 have symptoms (e.g. stress, sleep problems, symptoms or medicine-use)
- Most prevalent is ADHD, suicidal attempts and psychoses – and expectedly anxiety and depression
- Almost all mental health problems have increased in prevalence over the past 20 years

Prevention/Early Intervention Through School-Wide Positive Behavior Support

Translating MH Research for High Risk Children & Youth

- Safe, predictable environments
- Healthy connections to adults and peers
- Instruction to teach “mentally healthy” social behavior and emotional regulation
As Educators....

• 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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**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

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**SW-Positive Behavior Support**

- Social Competence & Academic Achievement
- Supporting Staff Behavior
- Supporting Student Behavior
- Supporting Decision Making

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**OUTCOMES**

**PRACTICES**

**DATA**
Universal School-Wide Features

- Clearly define expected behaviors (Rules)
  - All Settings
  - Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for providing specific positive feedback
- Procedures for responding to problem behaviors
- Procedures for data-based decision making
- Family Awareness and Involvement

Benton Primary School

<table>
<thead>
<tr>
<th>Area</th>
<th>All Settings</th>
<th>Classrooms</th>
<th>Hallways</th>
<th>Classrooms</th>
<th>Bathrooms</th>
<th>Playground</th>
<th>Beaches</th>
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</thead>
<tbody>
<tr>
<td>Rules</td>
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A Learner

- Be an active participant.
  - Stand in line.
  - Be a leader.
  - Raise your hand to share.
- Give full effort.
- Be a team player.
- Be prepared.
- Make good choices.
- Return to class promptly.
- Use proper manners.
- Leave when adult excuses.
- Follow bathroom procedures.
- Return to class promptly.
- Be a problem solver.
  - Learn new games and activities.
  - Use polite language.
  - Applaud appropriately to show appreciation.
  - Invite others who want to join in.
  - Enter and exit building peacefully.
  - Share materials.
  - Use polite language.
  - Be an active listener.
  - Walk quietly so others can continue learning.
  - Eat only your food.
  - Use a peaceful voice.
  - Allow for privacy of others.
  - Clean up after self.
  - Line up at first signal.
  - Invite others who want to join in.
  - Enter and exit building peacefully.
  - Share materials.
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Sam Barlow High School

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<tr>
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<td>Be on time, take your best effort, be prepared. Walk, have a plan, use your words, be calm, be kind.</td>
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<tr>
<td>Safe</td>
<td>Be kind, hands to self, eyes on self, watch for others. Use normal voice volume, walk in light. Be clear, keep a strategy. Whisper, listen, watch for others.</td>
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<tr>
<td>Responsible</td>
<td>Recycle, clean up after self, use equipment properly, do not damage or destroy. Pick up, throw out trash, do not leave.</td>
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- Be prompt and prepared.
- Be actively engaged.
- Be positive and productive.
- Be goal oriented.
- Honor others’ right to learn. Use electronics appropriately.
- Treat others with respect and property with courtesy.
- Practice academic honesty. Meet established deadlines.
- Attend class every day on time.
- View mistakes as learning opportunities.
- Welcome academic challenges.
- Be a self advocate.
- Think critically and ask questions.
- Encourage positive behavior in others.
- Aim high, strive for success.

- Be respectful, take your best effort, be prepared.
- Walk, have a plan, use your words, be calm, be kind.
- Be kind, hands to self, eyes on self, watch for others.
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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
**Classroom Systems**

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

**Rural Primary Schools**

- School used a universal screening instrument in Term One
- 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

  *Initial ratio of positive specific feedback to correctives: 1.85:1*

- Based on data, team identified 1 practice to improve upon.
Professional Development Process & Data

October 2012 – 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 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
Daily Progress Report (DPR) Sample

NAME:______________________  DATE:__________________

Teachers please indicate YES (2), SO (1), or NO (0) regarding the student's achievement in relation to the following sets of expectations/behaviors.

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>1st block</th>
<th>2nd block</th>
<th>3rd block</th>
<th>4th block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Self-Care</td>
<td>Use calming strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Use your words</td>
<td>Use safe hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Ask for help</td>
<td>Connect with safe person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Points

Teacher Initials

Adapted from Grant Middle School STAR CLUB

Trauma-Informed Tier 2 Group

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
• Part of a continuum – must link to universal school-wide PBS system

RCT & Group Design PBIS Studies

- Reduced major disciplinary infractions & aggressive behavior
- Improvement in 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
Field Primary School

• High Diversity
  • School has 290 students; 50% minority; 20% English Language Learners; 13% special education
  • Instructional leader turnover
• Poverty
  • 79% of students qualify for free and reduced lunches
  • Highly transient population

Field Primary School

+ Teachers and Staff committed to the increasing academic and social success of all students
+ A committed Principal who supported faculty in their efforts to change the way they taught to improve children’s lives
Field Primary School

- Academic Standing
  - Annual Yearly Progress (AYP)
  - 5% of all students scored proficient in 2005, according to the Missouri Assessment Program.
  - Breakdown by group:
    - 0% African American
    - 18% Caucasian
    - 0% Students with disabilities
    - 0% English Language Learners
    - 7% Free/Reduced Priced Lunch

Field Primary School

- Literacy
  - In 2004–05, 44% students required intensive support for reading and writing

- Social Behavior
  - In 2003-04 Averaging 10.4 discipline referrals per day

Positive Behavior Supports
Impact

Field Literacy Data Baseline

Field Literacy Data Following Intervention