

Enhanced Classroom Applications for School-wide PBIS

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School-wide Implementers: Forum, Chicago, IL

The product was developed by Florida's Positive Behavior Support Project through the University of South Florida, funded by the Florida Department of Education, Bureau of Educational Leadership and Training Services. Through funding assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Agenda

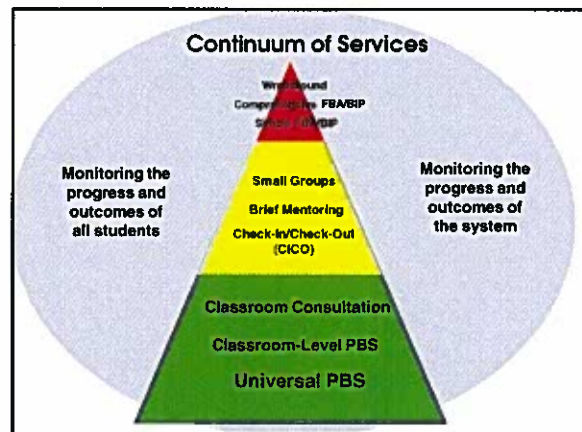
- Need for Classroom PBIS
- Review BoQ classroom items
- Data-based decision making on classroom interventions needed
 - Tier 1? Tier 2?
- Classroom Assessment/Assistance Tool (CAT)
- CAT Action Plan Development

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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; Dishion & Andrews 1995; Dishion, Patterson, Stoolmiller, & Skinner 1991; Patterson, Reid, & Dishion, 1992; Koop & Lundberg, 1992); (Mayer 1995; Mayer & Bugdenworth 1979, 1981; Mayer, Napaakata, Outenworf, & Hollingsworth, 1987); (National Educational Goals Report 1996); (Baker & Zigmund 1995); (Cohen, Kameenuk, & Sugar 1993; Gottfredson, 1997)



Building a Foundation for RTI

Response to Intervention

- Classroom Level PBS is a critical step in RTI models
 - Prevention
 - Tools for remediation
 - Room for accommodation
- Classroom strategies should be included EARLY in hierarchy of supports

Individual Students

Small groups of students

Rough day in the classroom

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PBIS Guiding Principles

1. Inappropriate behaviors can be changed.
2. Effective environments can be created to change behavior.
3. Changing environments requires changing adult behavior.
4. Adult behavior must change in a consistent and systematic manner.
5. Support systems are essential for both students and adults.

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Classroom PBIS

- Classroom-Level PBIS provides tools that:
 - Support classroom teachers in embedding PBIS into their classroom practices
 - Support groups of students in need of behavioral support in addition to existing school-wide supports




Classroom PBIS Emphasizes

- Using **data** to make decisions
- Implementing **preventative** strategies
- **Teaching & recognizing** appropriate behavior
- Implementing **responding** strategies
- Using **effective** classroom practices
- **Monitoring & evaluating** progress



Setting up your System

- Establish a classroom PBIS system that is congruent with your existing SWPBS (Tier 1) system
- Faculty need to understand how the two are aligned and interrelated
 - **Work to tie the two systems together!**
- Students need to understand that this is an extension of the SWPBS system




Benchmarks of Quality: New Classroom Items

(Kincaid, Childs & George, 2005, 2010)

42. Classroom **rules** are defined for each of the school-wide **expectations** and are posted in classrooms
43. Classroom **routines and procedures** are explicitly identified for activities (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)
44. Expected **behavior** routines in classrooms are **taught**
45. Classroom teachers use immediate and specific **behavior praise**
46. **Acknowledgement** of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors
47. Procedures exist for **tracking** classroom behavior problems
48. Classrooms have a **range of consequences/interventions** for problem behavior that are documented and consistently delivered


Scoring Guide
 Evident in: most classrooms (>75% of classrooms) = 2
 many classrooms (50-75% of classrooms) = 1
 only a few classrooms (less than 50% of classrooms) = 0



Rules and Expectations

42. Classroom **rules** are defined for each of the school-wide **expectations** and are posted in classrooms


- **DEVELOPED BY THE CLASSROOM TEACHER**
- Aligned to the school-wide expectations
- Positively stated
- Limited in number (maximum 5)
- SWPBS Team may review rules for adherence to guidelines
- Example:
 - **BE RESPONSIBLE**
 - Complete all assignments



Routines and Procedures

43. Classroom **routines and procedures** are explicitly identified for activities (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)


- Proactively identified, taught, and rehearsed
 - **Turning in assignments**
 - **Bathroom breaks/Hall passes**
 - **Sharpening pencils**
 - **Working with another student**



Behaviors Taught

44. Expected **behavior** routines in classrooms are taught

- Behaviors are prerequisites for academics
- Procedures and routines create structure
- Teach as you teach core academics
 - Review the rationale for the expectation(s)
 - Describe the specific, observable skill(s) and provide examples and non-examples
 - Engage students in an activity that will allow them to practice the desired behavior
 - Reward the desired/expected behavior




Specific Behavior Praise and Acknowledgement

45. Classroom teachers use immediate and specific **behavior praise**

- Name behavior and expectation observed
- Give positive verbal/social acknowledgement
- Give out ticket/token for access to reward system

46. **Acknowledgement** of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors

- Ratio of positive statements to corrective statements is high (at least 4:1)




Tracking

47. Procedures exist for **tracking** classroom behavior problems

PBIS:


- **Discover patterns** so that we can *change* the behavior before it results in more severe behavior or consequences
- **Monitor consequences** delivered to see if they are effective in modifying the behavior



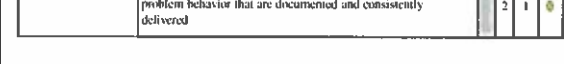
Range of Consequences

48. Classrooms have a **range of consequences/interventions** for problem behavior that are documented and consistently delivered

- Clearly identify where various behaviors will be managed (*coherent discipline flowchart*)
 - Classroom vs. office referral
- Develop an array of responses to problem behaviors
- Opportunities for students to learn and/or practice more acceptable behaviors




Classroom Systems	42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms	2	1	0
	43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)	2	1	0
	44. Expected behavior routines in classroom are taught	2	1	0
	45. Classroom teachers use immediate and specific praise	2	1	0
	46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors	2	1	0
	47. Procedures exist for tracking classroom behavior problems	2	1	0
	48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered	2	1	0




Moving into the Classroom: Using your Data

Problem-Solving
Responding to Intervention



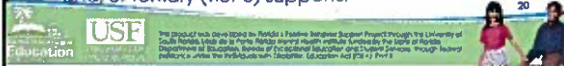
Determining if Your School Needs Classroom Support

- Gather sources of data necessary to identify classrooms in need
 - ✓ School Level
 - ✓ Classroom Level
- 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 Tier 1 and/or Classroom supports
- If the discipline data indicate an increase in ODRs, ISS, and/or OSS, **then** 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) and/or tertiary (Tier 3) supports.



System or Student Problem?


RtI: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 school-wide 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** revisit Tier 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 student



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



Individual Classroom Support

RtI:B Team:


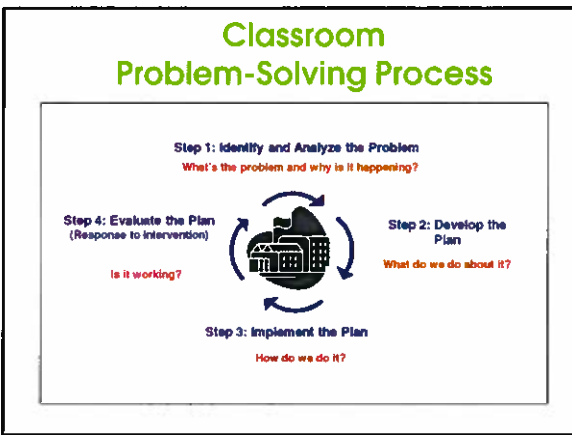
- Student problems persist in spite of the teacher's classroom management strategies
- Behavior has been responded to and tracked repeatedly without successful change
- Team should:
 - Review the tracking forms
 - Offer alternate solutions for modifying the behavior in the classroom
 - Use the 'Classroom Consultation Guide' (FLPBS website: Resources/Classroom/General)



Classroom Consultation Guide


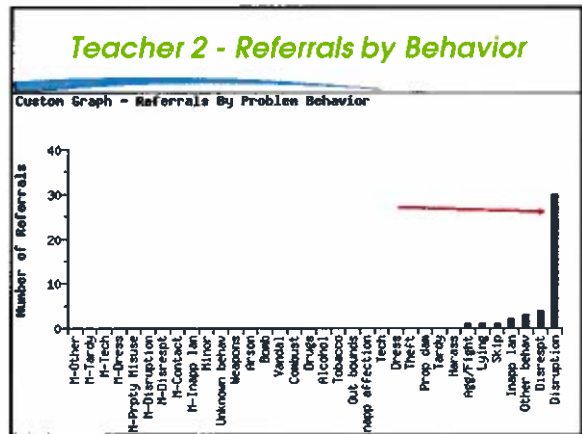
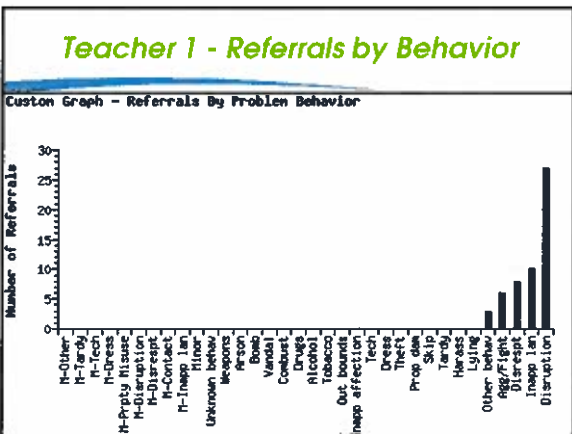
- Who should use the Guide?
 - Individuals and/or teams supporting classroom teachers
 - SWPBS team, RtI team, School Psychologist, Guidance Counselor
 - Classroom teachers
- Purpose of the Guide:
 - Provide a variety of tools
 - Environment, Behavior System, Curriculum & Instruction
 - Uses data to identify, assess, & evaluate classrooms in need of support
 - Utilizes the 4-step problem-solving process

<http://flpbs.fmhi.usf.edu/revision07/secondary/Classroom%20Consultation%20Guide.pdf>


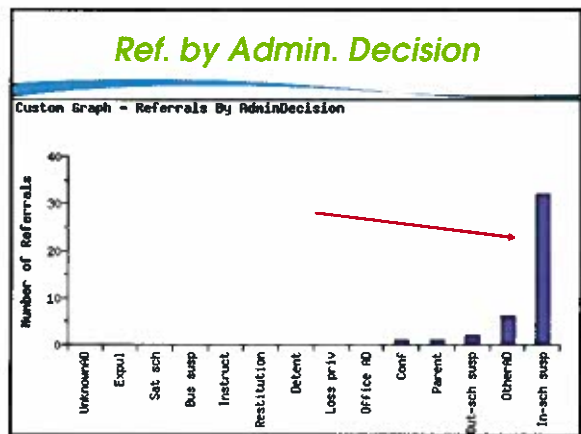
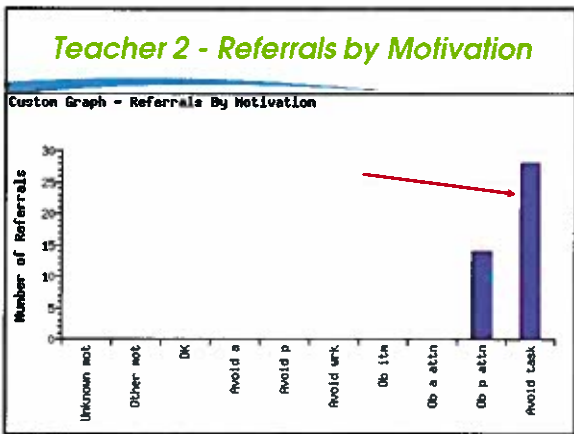
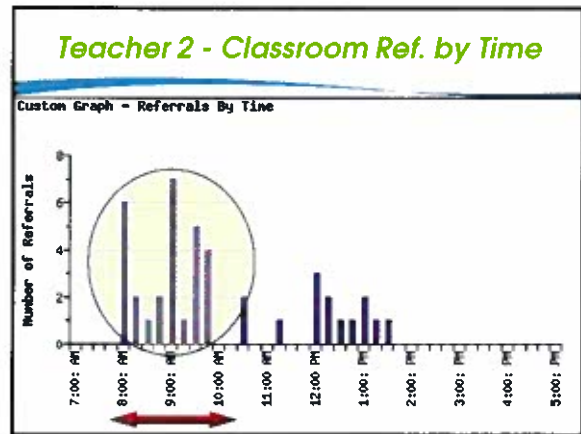
Step 1: Identify & Analyze the Problem

- Looking at Data
- Office Discipline Referral data ✓
 - by classroom ✓
 - by behavior ✓
- Minor Incident Reports
- Teacher Nominations
- Administrator Observation ✓


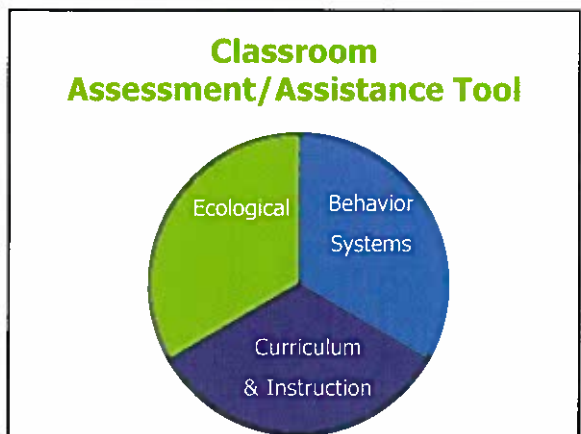
Step 1: Identify & Analyze the Problem

- Looking at Class-Wide Data
- Office Discipline Referral data
 - by time
 - by motivation
 - by administrative decision
- Admin Walkthrough/Formal Observation
- Classroom Assessment/Assistance Tool (CAT)
- Others (PEC, Direct Observation, etc.)

Classroom Assessment/Assistance Tool

- Can be used as an interview or a teacher self-evaluation checklist
- Areas Evaluated include:
 - Physical Setting
 - Reward Systems
 - Scheduling
 - Consequence Systems (Responding to problem behavior)
 - Socialization
 - Instructional Planning & Delivery
 - Defining & Teaching Behavior

SAMPLE Classroom Assessment Assistance Tool (CAAT)

I. Ecological Factors: A system aspects of the classroom environment are identified in order to address behavior problems.

*Note: Bold wording indicates shared the items as part of the Administrator Walkthrough/Initial Observation

A. Physical Setting: The physical classroom setting is organized in a manner that supports learning and behavior.

	Yes	No	Not
1. Are classroom and school layout organized to support learning?			
2. Are classroom and school layout organized to support behavior?			
3. Are classroom and school layout organized to support learning and behavior?			
4. Are classroom and school layout organized to support learning and behavior?			
5. Are classroom and school layout organized to support learning and behavior?			
6. Are classroom and school layout organized to support learning and behavior?			

B. Scheduling: The scheduling of activities and events is organized in a manner that supports learning and behavior.

	Yes	No	Not
1. Are activities and events scheduled in a manner that supports learning and behavior?			
2. Are activities and events scheduled in a manner that supports learning and behavior?			
3. Are activities and events scheduled in a manner that supports learning and behavior?			
4. Are activities and events scheduled in a manner that supports learning and behavior?			
5. Are activities and events scheduled in a manner that supports learning and behavior?			

C. Instruction: Classroom instruction and materials are organized in a manner that supports learning and behavior.

	Yes	No	Not
1. Are classroom materials and materials organized in a manner that supports learning and behavior?			
2. Are classroom materials and materials organized in a manner that supports learning and behavior?			
3. Are classroom materials and materials organized in a manner that supports learning and behavior?			
4. Are classroom materials and materials organized in a manner that supports learning and behavior?			
5. Are classroom materials and materials organized in a manner that supports learning and behavior?			
6. Are classroom materials and materials organized in a manner that supports learning and behavior?			

B. Classroom Behavior System: A behavior system is developed and implemented in a manner that supports learning and behavior.

A. Policy and Procedures:

	Yes	No	Not
1. Are classroom policies and procedures developed in a manner that supports learning and behavior?			
2. Are classroom policies and procedures developed in a manner that supports learning and behavior?			
3. Are classroom policies and procedures developed in a manner that supports learning and behavior?			
4. Are classroom policies and procedures developed in a manner that supports learning and behavior?			
5. Are classroom policies and procedures developed in a manner that supports learning and behavior?			

B. Implementation:

	Yes	No	Not
1. Are classroom policies and procedures implemented in a manner that supports learning and behavior?			
2. Are classroom policies and procedures implemented in a manner that supports learning and behavior?			

C. Classroom System:

	Yes	No	Not
1. Are classroom policies and procedures developed in a manner that supports learning and behavior?			
2. Are classroom policies and procedures developed in a manner that supports learning and behavior?			
3. Are classroom policies and procedures developed in a manner that supports learning and behavior?			
4. Are classroom policies and procedures developed in a manner that supports learning and behavior?			
5. Are classroom policies and procedures developed in a manner that supports learning and behavior?			
6. Are classroom policies and procedures developed in a manner that supports learning and behavior?			

II. Curriculum and Instruction: Materials and instructional practices are identified in order to address behavior problems.

INSTRUCTIONAL PRACTICES AND MATERIALS: Teaching activities are organized and implemented in a manner that supports learning and behavior.

	Yes	No	Not
1. Are instructional practices and materials organized in a manner that supports learning and behavior?			
2. Are instructional practices and materials organized in a manner that supports learning and behavior?			
3. Are instructional practices and materials organized in a manner that supports learning and behavior?			

	Yes	No	Not
1. Are instructional practices and materials organized in a manner that supports learning and behavior?			
2. Are instructional practices and materials organized in a manner that supports learning and behavior?			
3. Are instructional practices and materials organized in a manner that supports learning and behavior?			
4. Are instructional practices and materials organized in a manner that supports learning and behavior?			
5. Are instructional practices and materials organized in a manner that supports learning and behavior?			
6. Are instructional practices and materials organized in a manner that supports learning and behavior?			

Summary of Positive Behavior Supports in Classroom Settings

	Total Number of Sites	Total Number of Sites with Positive Behavior Supports	Total Number of Sites with Positive Behavior Supports (%)
1. Prevalence	12 (21%)	4 (7%)	33%
2. Classroom Behavior	14 (25%)	3 (5%)	21%
3. Curriculum	12 (21%)	3 (5%)	25%

Active Planning

1. Is there a plan in place to address behavior problems? (Yes/No/Not Sure)

	Yes	No	Not
1. Are instructional practices and materials organized in a manner that supports learning and behavior?			
2. Are instructional practices and materials organized in a manner that supports learning and behavior?			

Problem Identification Statement

- Specifically defines the problem at hand

Approximately 50% of the students in Teacher #2's classroom engage in disruptive behavior (getting out of seat, walking out of area, and holding off-topic conversations during instruction) for several minutes at a time during large-group reading instruction.


USE
University of South Florida
Department of Education, Bureau of Instructional Services

The product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Institute for Policy Research in our research institute funded by the Florida Department of Education, Bureau of Instructional Services through Florida's Department of Education, Bureau of Instructional Services.

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




Action Planning

<ul style="list-style-type: none"> 1. What specific strategies or interventions are needed to address the hypothesis? (What to teach?) 	<ul style="list-style-type: none"> 1. Specify the intervention or strategy 2. Specify the materials needed 3. Specify the location 4. Specify the time 5. Specify the duration 6. Specify the frequency 7. Specify the person(s) responsible
<ul style="list-style-type: none"> 2. How will you know if the intervention is working? (How to measure success?) 	<ul style="list-style-type: none"> 1. Specify the measurement tool 2. Specify the measurement location 3. Specify the measurement time 4. Specify the measurement duration 5. Specify the measurement frequency 6. Specify the measurement person(s)
<ul style="list-style-type: none"> 3. What will you do if the intervention is not working? (How to adjust the plan?) 	<ul style="list-style-type: none"> 1. Specify the adjustment strategy 2. Specify the adjustment location 3. Specify the adjustment time 4. Specify the adjustment duration 5. Specify the adjustment frequency 6. Specify the adjustment person(s)


Step 3: Implement the Plan

- Decide on a start date
- Be sure those implementing the plan have been trained on it prior to starting
- Record data during implementation & use it to monitor effectiveness of the plan
- Provide regular feedback to teacher




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



Step 4: Evaluate the Plan

- Monitor and evaluate outcomes of the interventions to determine whether or not strategies are working
- Was intervention goal met? (Review the **Goal Statement**)
- Are there
 - decreases in problem behavior?
 - increases in appropriate behavior?
 - achievement of broader goals?
 - durability of behavior change over time?
 - increases in academic achievement?




Step 4: Evaluate the Plan

- Is the plan working?


YES	NO
<ul style="list-style-type: none"> • Plan to maintain the intervention (Include generalization & fading procedures) 	<ul style="list-style-type: none"> • Modify existing plan or develop a new plan • Consider referring back to problem-solving team if intervention isn't working- may need additional data & more detailed plan for classroom

Step 4: Evaluate the Plan

- Outcomes of Successful Classroom PBIS:
 - Significant reduction in problem behavior
 - Students are engaged more
 - Students complete assignments/tasks
 - Students follow classroom expectations & routines
 - Teacher comments are positive
 - Small number of students need additional behavior support




Questions



Resources

- Heather Peshak George, Ph.D.
 - FL PBS: RtI:B Project at USF
 - Co-PI, Co-Director & PBIS Research Partner
- Phone: (813) 974-6440
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- State Website: <http://flpbs.fmhi.usf.edu>
- National Website: www.pbis.org
- Association on PBS: www.apbs.org



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