Behavior Situations

• “Jaime’s all over the place. He touches other kids, stuff, disrupts their concentration, & always getting in fights. I don’t know what to do with him!”

• “What can I do to reduce # of kids who come to class late?”

• “I can’t get Masao to keep stuff out of his mouth. Books, paperclips, cd’s…you name it, he’s eaten it.”

• “When I tell Sasha what to do, I’m ignored. When I repeat, I’m ignored again. So, I repeat again & tell her that if she doesn’t answer, I’m sending her to the office. She gets up & leaves! I want compliance.”

• “Every other word out of Margindale’s mouth is sexually or culturally inappropriate…how do I get her to get rid of her vile comments?”
Continuum of School-Wide Instructional & Positive Behavior Support

Primary Prevention:
School-/Classroom-wide Systems for All Students, Staff, & Settings

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

Response to Intervention

Implementation with Fidelity
Universal Screening
Data-Based Decision Making & Problem Solving
Continuous Progress Monitoring

SWPBS Data Review (5 min.)

To date, what % of students have 0 or 1 major ODR?
Are you satisfied that SWPBS Tier I is in place (>80% SET)?
- If yes, does school team exist to work with students at Tier II & III levels?
- If no, what is needed to establish team for Tier II & III?
Build action plan based on above evaluation

Discipline at ALL TIERS

Steps, policies, or actions to support teaching & learning environments so likelihood of student academic & social success is promoted
- Increases in likelihood of occurrences of socially appropriate behavior
- Decreases in likelihood of occurrences of problem violating behavior
- Decreases in intensity, frequency, & duration of severe problem behavior

Pre-requisites

- School- & classroom-wide in place w/ integrity
- Team meets at least monthly
- Behavioral capacity in school
- >80% staff participation
- Active administrator participation
**Discipline Emphases (ALL TIERS)**

- **Teaching & reinforcing** context-appropriate social behaviors or skills.
- **Removing** antecedent factors that trigger occurrences of problem behavior.
- **Adding** antecedent factors that trigger occurrences of context appropriate social skills.
- **Removing** consequence factors that maintain (function) occurrences of problem behaviors.
- **Adding** consequence factors that maintain occurrences of context appropriate social behaviors.

**Individualized accommodations**
- Instruction
- Wraparound

**School-wide**

**Evidence-based SWPBS Practices**
- **School-wide**
  - Contextualized behavior support for all students
  - Frequent, positive feedback or rewards
  - Formal, active participation & involvement in school climate
  - Access to system of integrated school & community interventions

**Classroom**

**Non-classroom**

**Family**

**Evidence-based intervention practices**

**Supporting Social Competence & Academic Achievement**

**Outcomes**

**Systems**

**Policies**

**Data**

**Practices**

**Supporting student behavior**

**Supporting Staff Behavior**

**Supporting Decision Making**

**REMEMBER #1**

- SW discipline is for 80%
- SW discipline is screener for non-responders
- By definition, behaviors of “non-responders” are slow to change & require specialized local supports
- SW discipline is preventive
- SW discipline is balanced response for problem & expected behavior
- “Getting tougher” is ineffective for non-responders
Non-classroom

- **Positive** expectations & routines taught & encouraged
- Active supervision by all staff
  - Scan, move, interact
- Precorrections & reminders
- Positive reinforcement
  - Problem Behaviors

Classroom

- All school-wide
- Maximum structure & predictability in routines & environment
  - Positively stated expectations posted, taught, reviewed, prompted, & supervised
- Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices
- Continuum of strategies to acknowledge displays of appropriate behavior, including contingent & specific praise, group contingencies, behavior contracts, token economies
- Continuum of strategies for responding to inappropriate behavior, including specific, contingent, brief corrections for academic & social behavior errors, differential reinforcement of other behavior, planned ignoring, response cost, & timeout.

Classroom Management Practice Rating

1. I have arranged my classroom to minimize crowding and distraction.  Yes  No
2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.)  Yes  No
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).  Yes  No
4. I provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (See top of page).  Yes  No
5. I provided each student with multiple opportunities to respond and participate during instruction.  Yes  No
6. I actively supervised my classroom (e.g., moving, scanning) during instruction.  Yes  No
7. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).  Yes  No
8. I used a continuum of positive behavior support (e.g., class point systems, praise, etc.).  Yes  No

Overall classroom management score: # Yes

10-8  "yes" = "Super"  7-5  "yes" = "So-So"  <5  "yes" = "Improvement Needed"

Individual Student
- Behavioral competence at school & district levels
- Function-based behavior support planning
- Team & data-based decision making
- Comprehensive person-centered planning & wraparound processes
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations

% Intervals w/ P.B. for Bryce

% Intervals w/ P.B. for Carter

Family
- Continuum of positive behavior support for all families
- Frequent, regular positive contacts, communications, & acknowledgements
- Formal & active participation & involvement as equal partner
- Access to system of integrated school & community resources

Alday & Pakurar (2007)

Ingram, Lewis-Palmer, & Sugai, 2005
1. Appropriate Behavior
   • Look continuously for appropriate behavior
   • Label appropriate behavior
   • Appropriate positive reinforcement

2. Prompts for desired behavior
   • Use effective signal/prompt
   • Label display of expected behavior

3. Minor, non-interfering problem behavior
   • Remove attention
   • Wait for desired behavior, then reinforce
   • Positively reinforce other-student displays of desired behavior
   • Prompt expected behavior
   • Use positive reinforcement

4. Minor, interfering problem behavior
   • Signal error or problem behavior
   • Remind ask student for expected behavior
   • Display/practice expected behavior
   • Positively reinforce
   • 1 & 2

5. Repeated minor problem behavior
   • Identify context/setting when problem behavior likely
   • Conduct FBA
   • Develop BIP
   • 1 & 2

6. Classroom managed major
   • Develop precorrection plan
   • Teach/practice desired behavior
   • Conduct FBA
   • 1 & 2
PRECORRECTION
• Identify & analyze setting in which problem behavior most likely
  - Triggers & function
  - Expected & acceptable behaviors
• BEFORE
  - Modify setting
  - Check in w/ student
  - (Re)teach & remind
  - Reinforce
  - Re-direct
• DURING
  - Monitor & reinforce
  - Re-direct
• AFTER
  - Reinforce
  - Revise, (re)teach, remind

7. Office managed problem behavior
• Follow school & district disciplinary procedures
  • 1 & 2

REMEMBER #2
• Be business like; use “teaching” voice
• Stick to protocols, procedures, agreements
• Work as team w/ non-responders
• Use data for decisions
• Anticipate & pre-correct
• Reinforce at high rates, continuously

Attention
1 Minute Spokesperson
• Are policies/procedures clear?
• Do policies/procedures reflect “best practice?”
• Do staff implement with accuracy & fluency?
• What enhancements need to be made?
• How can enhancements be implemented?

PBS – Respect & Responsibility

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings
Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~85% of Students

ALL

~5%}

~15%
ESTABLISHING A CONTINUUM of SWPBS

TERTIARY PREVENTION
- Function:Audit
- WRAP (PSS, S inhal)
- Specially designed

SECONDARY PREVENTION
- Check in/out
- Targeted social skills instruction

PRIMARY PREVENTION
- Teach SW expectations
- Proactive SW discipline
- Effective instruction
- Parent engagement

~80% of Students
~15%
~5%

At first sign of problem behavior, immediately provide lemon drop candy

Provide shoulder rubs & pressure

If escalation/crisis, enclose in “body sock”
“LDK” - Logic

“Body sock”
- Create secure environment
- Re-create maternal “womb-like” conditions

“LDK” - Logic!

Repetitious tactile & sensory stimulation
Re-training & realigning neural pathways
Improvement in neurological & physiological functioning
Improvement in social competence & academic achievement

“LDK” - Outcomes

At home:
- Decrease in problem behavior chain
- Increase in frequency of problem behavior episodes
At school:
- Modification in intervention
- Decrease in problem behavior chain & behavior episodes
- Increase time in classroom & academic engagement

Non-validated Interventions for Students with EBD

**EXAMPLES**
- Sensory re-integration or stimulation
- Facilitated communication
- Introspective psychoanalytic therapies
- Rebirthing therapies

**CONCERNS**
- Poor ecological (school) validity
- Redirected specification of actual causal factors
- Adverse side effects
- False hopes & expectations
- Inefficient use of resources & opportunities
- Lack of empirical support

Evidence-based & promising practices

- Cognitive-behavioral counseling & therapies
- Targeted & direct social skills instruction
- Group contingency management & behavioral contracting
- Precorrections & positive reinforcement
- Function-based behavioral intervention planning
- Integrated academic-behavioral programming

Check In/Out Pt Card

<table>
<thead>
<tr>
<th>GOALS</th>
<th>8:30</th>
<th>9:30</th>
<th>10:30</th>
<th>11:30</th>
<th>12:30</th>
<th>1:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. RESPECT OTHERS</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>2. MANAGE SELF</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
<tr>
<td>3. SOLVE PROBLEMS RESPONSIBLY</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
</tr>
</tbody>
</table>

**RATING SCALE**
- 2 = Great
- 1 = Ok
- 0 = Goal Not Met

**GOAL**
- Pts Possible: ______
- Pts Received: ______
- % of Pts: ______
- Goal Met?: Y N
Other Examples...

- **Behavior Education Program**
  - Fern Ridge Middle School, OR
- **Check-in Check-out**
  - Bethel School District, OR
- **H.U.G.**
  - Tualatin Elementary School, OR
- **Social Skills Club**
  - Missouri
- **Think Time**
  - University of Nebraska

---

FRMS Behavior Education Plan (BEP)
(Hawkin, Horner, & March, 2002)

- Referral, Assessment, & Orientation
- BEP Plan
- Morning Check-In
- Afternoon Check-In
- Daily Teacher Evaluation
- Weekly BEP Meeting
- Program Update
- 9 Week Graph Sent
**Daily Progress Report**

<table>
<thead>
<tr>
<th>Goals</th>
<th>1/5</th>
<th>2/6</th>
<th>3/7</th>
<th>HR</th>
<th>4/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be respectful</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Be responsible</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Keep Hand &amp; Feet to Self</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Follow Directions</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Be There – Be Ready</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**H.E.G.**
(Hello, Update, Goodbye)

**Functional approach logic**

- Behaviors are maintained by consequence events (function)
  - Positive or negative reinforcement
- Behaviors are *occasioned* by antecedent events
  - Relate antecedent to emission of behavior & likelihood of consequence event
- Changing behaviors requires *consideration* of maintaining consequences

---

**Only 2 Basic Functions**

Only 2 Basic Functions

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Pos Reinforcement</th>
<th>Neg Reinforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain/Give Something</td>
<td>Pos Sensory</td>
<td>Neg Sensory</td>
</tr>
<tr>
<td>Escape/Avoid Something</td>
<td>Pos Social</td>
<td>Neg Social</td>
</tr>
<tr>
<td>Tangible/Activity</td>
<td>Pos Peer</td>
<td>Neg Peer</td>
</tr>
</tbody>
</table>

**% Intervals w/ P.B. for Bryce**

- Data points with arrows indicate no medication

Ingram, Lewis-Palmer, & Sugai, 2005
What is FBA?

A systematic process for developing statements about factors that
- contribute to occurrence & maintenance of problem behavior, &
- more importantly, serve as basis for developing proactive & comprehensive behavior support plans.

When has FBA been done?

2. Complete testable hypothesis or summary statement is provided.
   • Statement of function (purpose) of behavior
3. Data (direct observation) to confirm testable hypothesis.
4. Behavior intervention plan based on testable hypothesis
   • Contextually appropriate supports for accurate implementation

Testable Hypothesis

“Basic Unit”

- “Best guess” about behavior & conditions under which it is observed
- Represents basic working unit of FBA
- Directly guides development of BIP
BIP Guidelines

1. Design antecedent strategies to make triggering antecedents irrelevant...so they no longer serve as triggers.

2. Design behavior teaching strategies to make problem behaviors inefficient...so more acceptable behaviors are easier to do.

3. Design consequence strategies to make maintaining consequences ineffective...so they no longer are present or are less reinforcing.

4. Design setting event strategies to eliminate or neutralize effects of setting events...so they have less impact on routines & reinforcers.

Behavior Support Elements

- Problem Behavior
- Functional Assessment
- Intervention & Support Plan
- Fidelity of Implementation
- Impact on Behavior & Lifestyle
- Implementation Support Plan
- Sustainability Plan
- Continuous Improvement

Practice Evaluation: Eliminate, Modify, Integrate, Sustain

<table>
<thead>
<tr>
<th>Practice</th>
<th>Evidence-Based</th>
<th>Outcome Data Collected</th>
<th>Domain, Frequency, Assessment</th>
<th>Effective</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIMARY</td>
<td>Y Y Y Y Y Y Y Y</td>
<td>Y Y Y Y Y Y Y Y</td>
<td>Y Y Y Y Y Y Y Y</td>
<td>Y Y Y Y Y Y Y Y</td>
<td>Y Y Y Y Y Y Y Y</td>
</tr>
<tr>
<td>SECONDARY</td>
<td>Y Y Y Y Y Y Y Y</td>
<td>Y Y Y Y Y Y Y Y</td>
<td>Y Y Y Y Y Y Y Y</td>
<td>Y Y Y Y Y Y Y Y</td>
<td>Y Y Y Y Y Y Y Y</td>
</tr>
<tr>
<td>TERTIARY</td>
<td>Y Y Y Y Y Y Y Y</td>
<td>Y Y Y Y Y Y Y Y</td>
<td>Y Y Y Y Y Y Y Y</td>
<td>Y Y Y Y Y Y Y Y</td>
<td>Y Y Y Y Y Y Y Y</td>
</tr>
</tbody>
</table>

Establishing a Continuum of SWPBS

<table>
<thead>
<tr>
<th>Audit</th>
<th>1. Identify existing practices by tier</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Specify outcome for each effort</td>
</tr>
<tr>
<td></td>
<td>3. Evaluate implementation accuracy &amp; outcome effectiveness</td>
</tr>
<tr>
<td></td>
<td>4. Eliminate/integrate based on outcomes</td>
</tr>
<tr>
<td></td>
<td>5. Establish decision rules (RtI)</td>
</tr>
</tbody>
</table>

- PRIMARY: Teach & a SW expect
- SECONDARY: Proactive, Social skill
- TERTIARY: Effective instruction, Parent engagement
Action Planning (2:45)

• Review “big ideas”
  - Content from today
  - Identify/develop intervention continuum ("fill in boxes")
  - Identify/develop Tier 2-3 behavioral expertise/capacity in school
  - Look at CISS
  - Action plan (what, when, how, who)

1 Minute

• Logistics
  - Develop report for staff
  - Schedule next team meeting

• Report 2-3 planned activities from your team action planning (1 min.)