

## PBS – Respect & Responsibility

Others

- Use cues & converse @ breaks
- Work as team collaboratively

Self

- Hydrate & stretch
- Self-assess
- Be safe

Environment

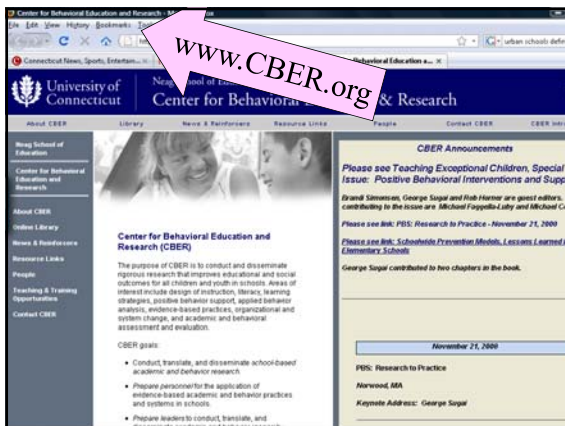
- Pre-cycle & recycle
- Maintain neat working area

## Bridging Primary & Secondary/Tertiary Tier Practices & Systems: Responding to Unresponsive Behavior

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www.pbis.org



www.CBER.org

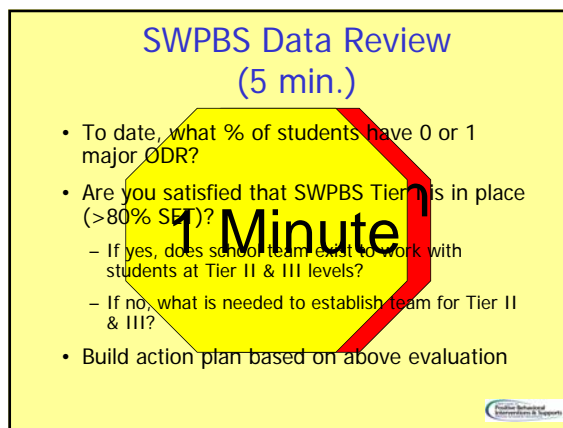
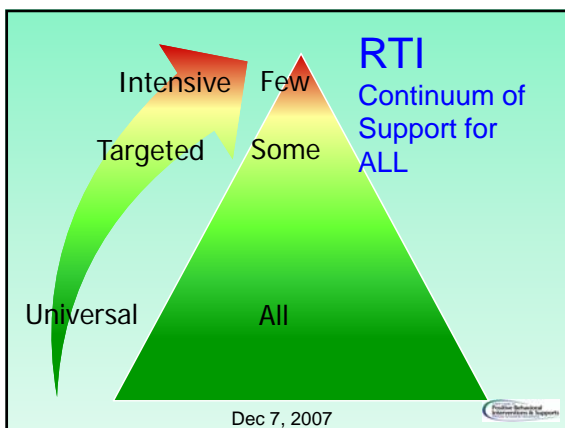
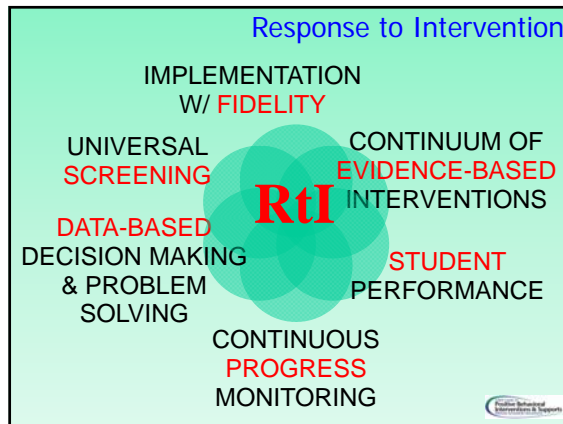
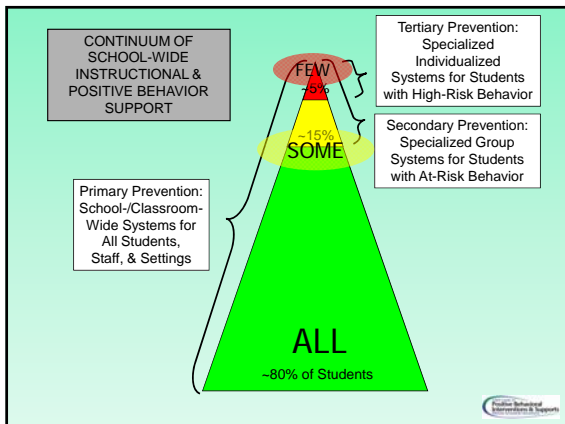
## Behavior Situations

- *“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?”*

## PURPOSE

Review practices & systems for responding to norm violating problem behavior.

- SWPBS Pre-requisites
- Responding to Norm-violating Behavior
- Individualizing Behavior Intervention Plans




- ### 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 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


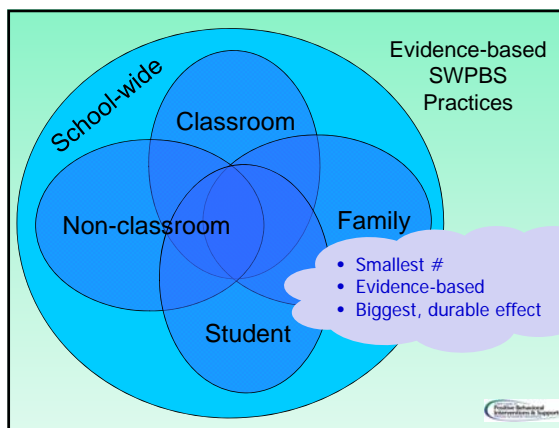
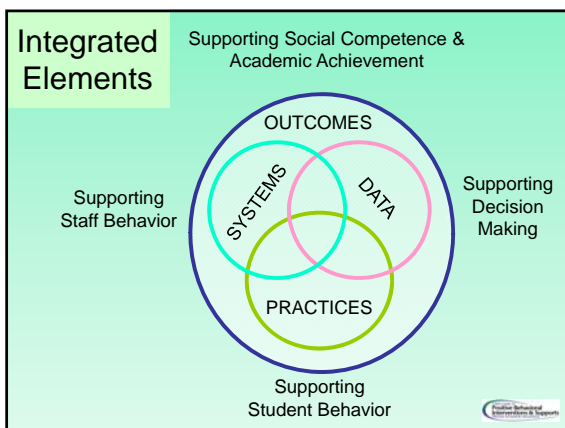
### Discipline Emphases (ALL TIERS)

- **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.



### 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

SCHOOL-WIDE	EVIDENCE-BASED INTERVENTION PRACTICES	CLASSROOM
<ol style="list-style-type: none"> <li>Leadership team</li> <li>Behavior purpose statement</li> <li>Set of positive expectations &amp; behaviors</li> <li>Procedures for teaching SW &amp; classroom-wide expected behavior</li> <li>Continuum of procedures for encouraging expected behavior</li> <li>Continuum of procedures for discouraging rule violations</li> <li>Procedures for on-going data-based monitoring &amp; evaluation</li> </ol>		<ol style="list-style-type: none"> <li>All school-wide</li> <li>Maximum structure &amp; predictability in routines &amp; environment</li> <li>Positively stated expectations posted, taught, reviewed, prompted, &amp; supervised.</li> <li>Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum &amp; practices</li> <li>Continuum of strategies to acknowledge displays of appropriate behavior.</li> <li>Continuum of strategies for responding to inappropriate behavior.</li> </ol>
<b>INDIVIDUAL STUDENT</b> <ol style="list-style-type: none"> <li>Behavioral competence at school &amp; district levels</li> <li>Function-based behavior support planning</li> <li>Team- &amp; data-based decision making</li> <li>Comprehensive person-centered planning &amp; wraparound processes</li> <li>Targeted social skills &amp; self-management instruction</li> <li>Individualized instructional &amp; curricular accommodations</li> </ol>	<b>NONCLASSROOM</b> <ol style="list-style-type: none"> <li>Positive expectations &amp; routines taught &amp; encouraged</li> <li>Active supervision by all staff (Scan, move, interact)</li> <li>Pre-corrections &amp; reminders</li> <li>Positive reinforcement</li> </ol>	<b>FAMILY ENGAGEMENT</b> <ol style="list-style-type: none"> <li>Continuum of positive behavior support for all families</li> <li>Frequent, regular positive contacts, communications, &amp; acknowledgements</li> <li>Formal &amp; active participation &amp; involvement as equal partner</li> <li>Access to system of integrated school &amp; community resources</li> </ol>


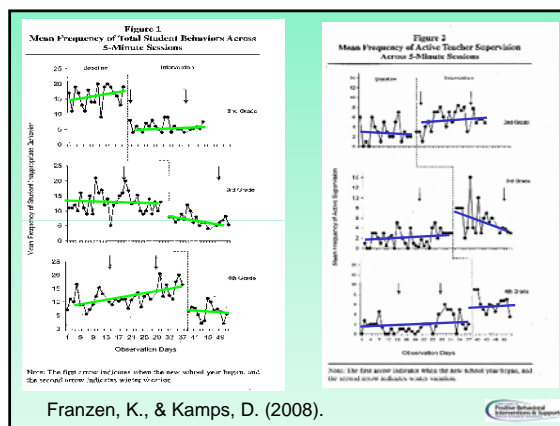
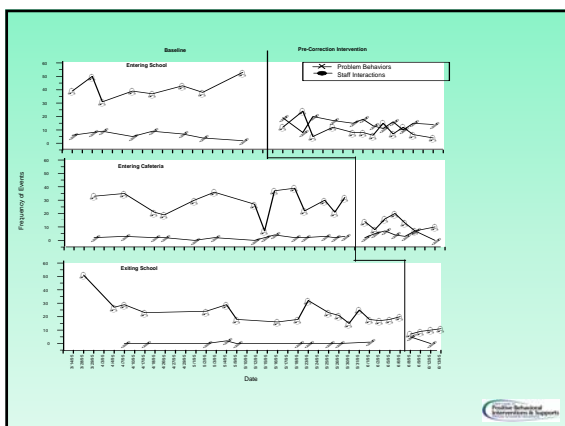
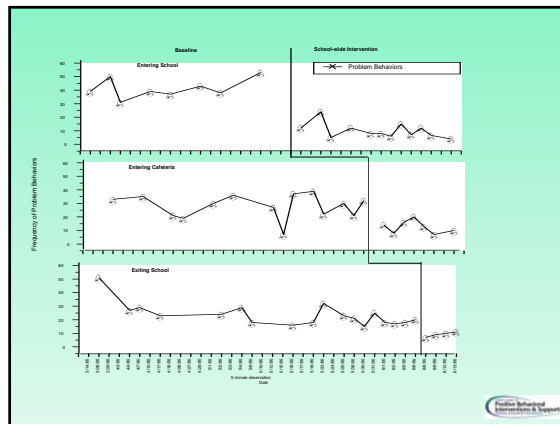
### School-wide

- Leadership **team**
- Behavior **purpose** statement
- Set of **positive expectations & behaviors**
- Procedures for **teaching** SW & classroom-wide expected behavior
- Continuum of procedures for **encouraging** expected behavior
- Continuum of procedures for **discouraging** rule violations
- Procedures for on-going data-based **monitoring & evaluation**




### Non-classroom

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


### 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.

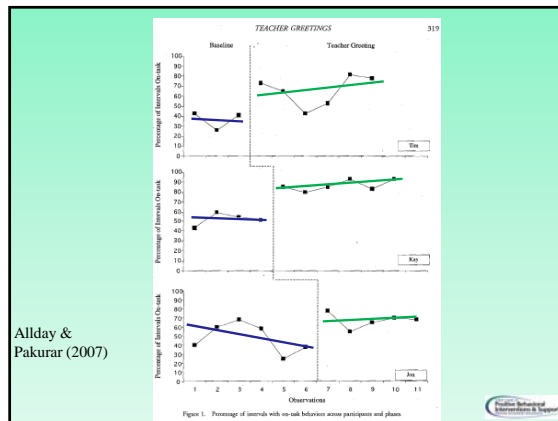


### Classroom Management: Self-Assessment

Teacher _____		Date _____	
Rater _____			
Instructional Activity _____		Time Start _____	
		Time End _____	
Tally each Positive Student Contacts	Total #	Tally each Negative Student Contacts	Total #
Ratio of Positives to Negatives: _____ to 1			



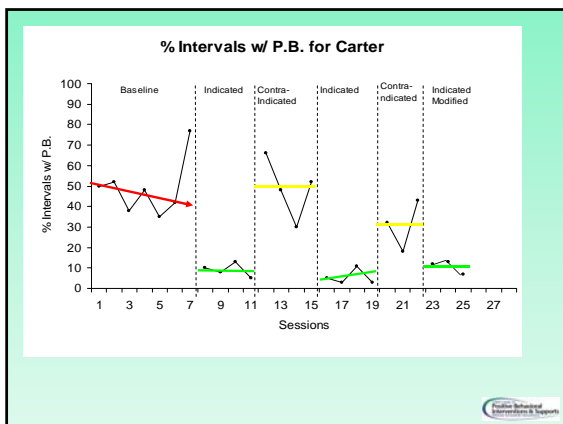
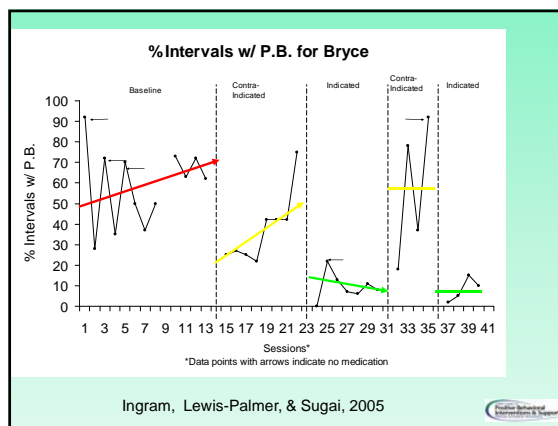
Classroom Management Practice	Rating
1. I have arranged my classroom to <b>minimize crowding and distraction</b>	Yes No
2. I have <b>maximized structure and predictability</b> in my classroom (e.g., explicit classroom routines, specific directions, etc.).	Yes No
3. I have posted, taught, reviewed, and reinforced 3-5 <b>positively stated expectations</b> (or rules).	Yes No
4. I provided <b>more frequent acknowledgement</b> for appropriate behaviors than inappropriate behaviors (See top of page).	Yes No
5. I provided each student with <b>multiple opportunities to respond</b> and participate during instruction.	Yes No
6. My instruction <b>actively engaged</b> students in observable ways (e.g., writing, verbalizing)	Yes No
7. I <b>actively supervised</b> my classroom (e.g., moving, scanning) during instruction.	Yes No
8. I <b>ignored or provided quick, direct, explicit reprimands/redirections</b> in response to inappropriate behavior.	Yes No
9. I have <b>multiple strategies/systems</b> in place to <b>acknowledge</b> appropriate behavior (e.g., class point systems, praise, etc.).	Yes No
10. In general, I have provided <b>specific feedback</b> in response to social and academic behavior errors and correct responses.	Yes No
Overall classroom management score:	# Yes ____
10-8 "yes" = "Super"    7-5 "yes" = "So-So"    <5 "yes" = "Improvement Needed"	



Allday & Pakurar (2007)

### 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



### 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

### 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**

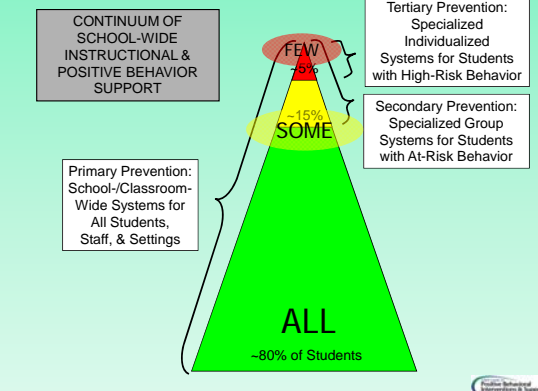
- Are policies/procedures clear?
- Do policies/procedures reflect “best practice?”
- Do staff implement with accuracy & fluency?
- What enhancements need to be made?
- How can enhancements be implemented?



## PBS – Respect & Responsibility




- Others**
  - Use folk & converse in breaks
  - Work as team collaboratively
- Self**
  - Hydrate & stretch
  - Self-assess
  - Be safe
- Environment**
  - Pre-cycle & recycle
  - Maintain neat working area

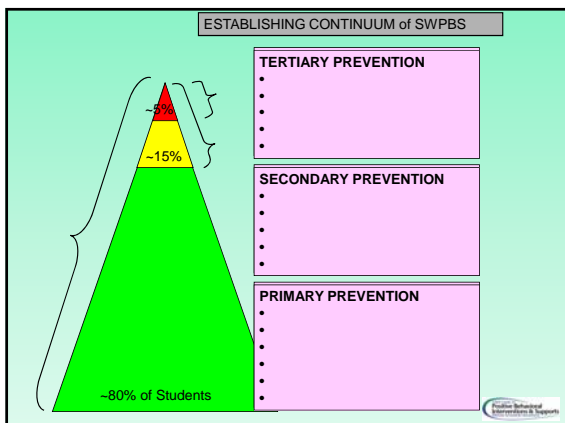
**CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT**

- 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

Pyramid levels: **FEW** (~5%), **SOME** (~15%), **ALL** (~80% of Students)

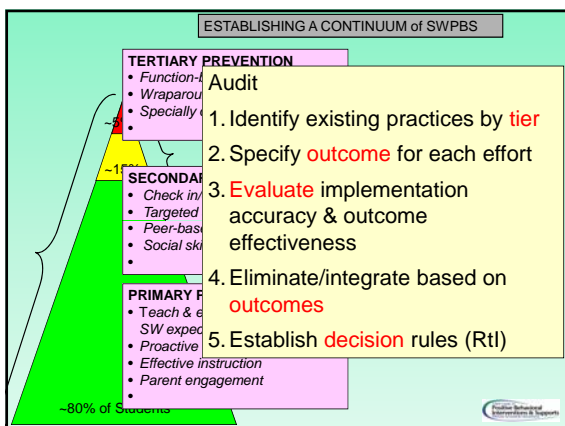






Practice Evaluation:  
*Eliminate, Modify, Integrate, Sustain*

Practices	Evaluation					
	Evidence-Based?	Outcome Data Collected?	Non-Responder Decision Rule?	Implem. Fidelity Assessed?	Effective?	Decision
Primary	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
Secondary	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
Tertiary	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S



School SWPBS Continuum

- 15 minutes
- Identify existing interventions for each intervention tier
- Evaluate extent to which each is effective, efficient, relevant, durable
- Build action plan based on above evaluation

1 Minute

- "Lemon Drop Kid"
- Problem contexts
    - Multiple task demands
    - Pending timelines
    - Halt in engaging activities
    - Adult directives
  - Verbal & physical noncompliance
  - Leaving classroom -> principal's office
  - Disruptive behavior = throwing school materials & furniture


- "LDK" – requested "intervention"
- 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 free play episodes


At school....

- **Message #1: INVEST IN EVIDENCE-BASED PRACTICES**
- Decrease in problem behavior chain & behavior episodes
- **Increase** time in classroom & academic engagement



### Non-validated Interventions for Students with EBD

EXAMPLES	CONCERNS
<ul style="list-style-type: none"> <li>• Sensory re-integration or stimulation</li> <li>• Facilitated communication</li> <li>• Introspective psychoanalytic therapies</li> <li>• Rebirthing therapies</li> </ul>	<ul style="list-style-type: none"> <li>• Poor ecological (school) validity</li> <li>• Redirected specification of actual causal factors</li> <li>• Adverse side effects</li> <li>• False hopes &amp; expectations</li> <li>• Inefficient use of resources &amp; opportunities</li> <li>• Lack of empirical support</li> </ul>



### 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

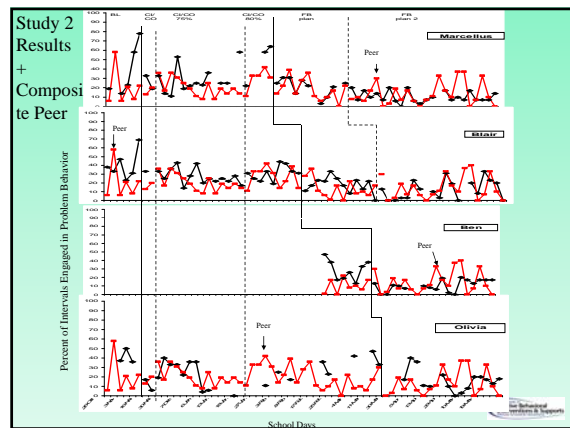
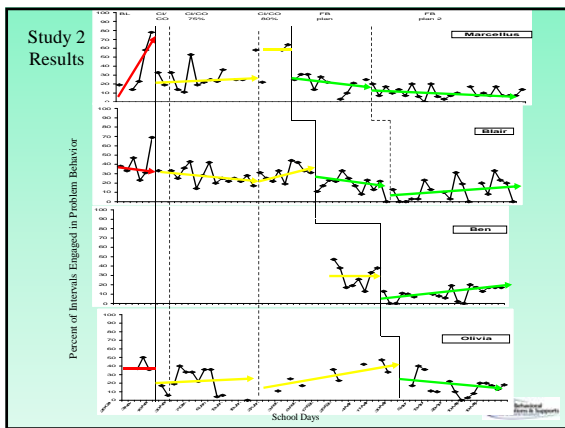
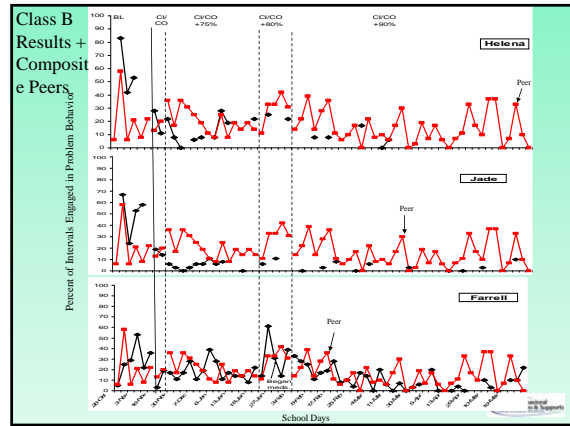
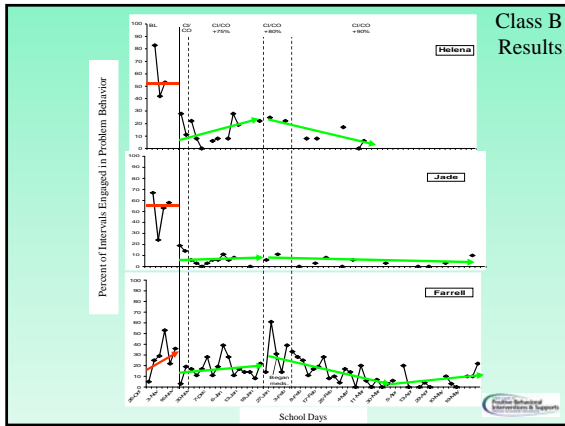
Name \_\_\_\_\_ Date \_\_\_\_\_

GOALS	8:30	9:30	10:30	11:30	12:30	1:30
1. RESPECT OTHERS	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
2. MANAGE SELF	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
3. SOLVE PROBLEMS RESPONSIBLY	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

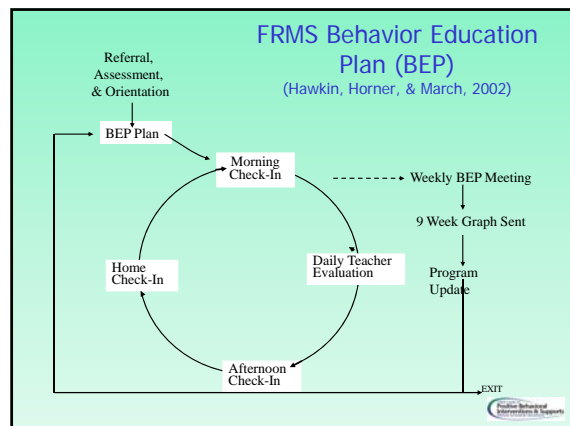
Rating Scale  
 2 = Great  
 1 = OK  
 0 = Goal Not Met

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



### Daily Progress Report

Goals	1/5	2/6	3/7	HR	4/8
Be respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Keep Hand & Feet to Self	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Follow Directions	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be There - Be Ready	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<b>TOTAL POINTS</b>					

### H.U.G. (Hello, Update, Goodbye)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please indicate whether the student has met the goal during the time period indicated:  
 Meets = 2 pts    So, so = 1 point    Doesn't meet = 0 pts

HUG Daily Goal \_\_\_\_\_ HUG Daily Score \_\_\_\_\_

Teacher Comments: Please state briefly any specific behaviors or achievements that demonstrate the student's progress.

Goals	AM to Recess	AM Recess	AM Recess to Lunch	Lunch Recess	PM
Be Safe	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺
Be Kind	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺
Be Responsible	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺
<b>Total Points</b>					
Teacher Initials					

Parent's Signature \_\_\_\_\_  
 Parent's Comments \_\_\_\_\_

**Crone, D. A., & Horner, R. H. (2003).** *Building positive behavior support systems in schools: Functional behavioral assessment.* New York: Guilford Press.

**Crone, D. A., Horner, R. H., & Hawken, L. S. (2004).** *Responding to problem behavior in schools: The behavior education program.* New York: Guilford Press.

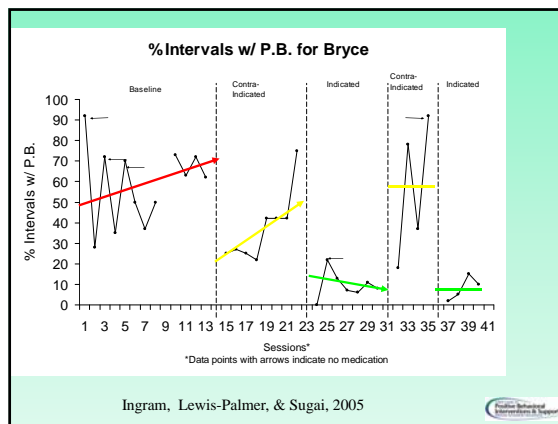
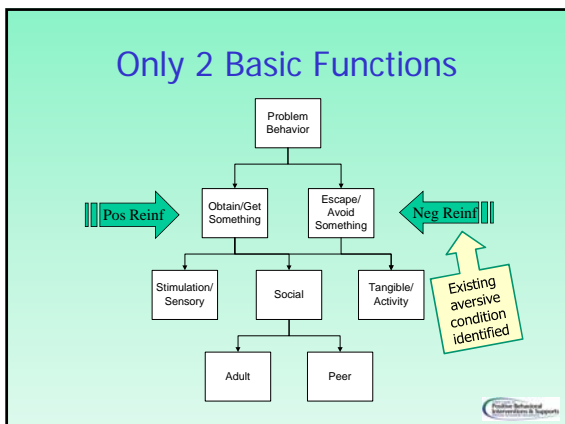
**Kauffman, J. M., & Landrum, T. J. (2008)** (Eds.), *Characteristics of emotional and behavioral disorders of children and youth* (9<sup>th</sup> ed.). Columbus, OH: Merrill.

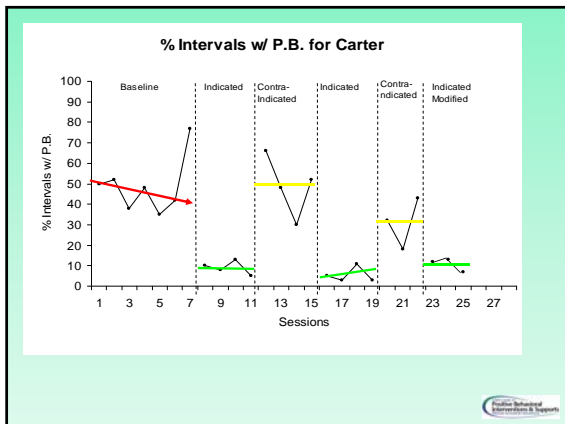
**Kutash, K., Duchnowski, A. J., & Lynn, N. (2006).** *School-based mental health: An empirical guide for decision makers.* Tampa, FL: University of South Florida. Louis De la Parte Florida Mental Health Institute, Department of Child & Family Studies, Research & Training Center for Children's Mental Health. <http://rtckids.fmhi.usf.edu>

**Rutherford, R. B., Jr., Quinn, M. M., & Mathur, S. R. (2004)** (Eds.). *Handbook of research in emotional and behavioral disorders.* New York: Guilford Press.

**Thomas, A., & Grimes, J. P. (2008)** (Eds.), *Best practices in school psychology V* (Vol. 3, pp. 765-780). Bethesda, MD: National Association of School Psychologists.

- ### 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



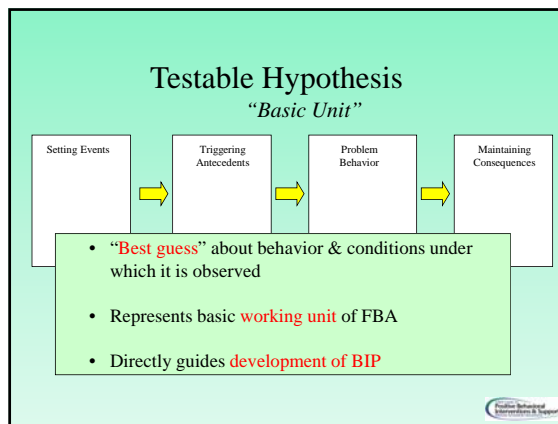
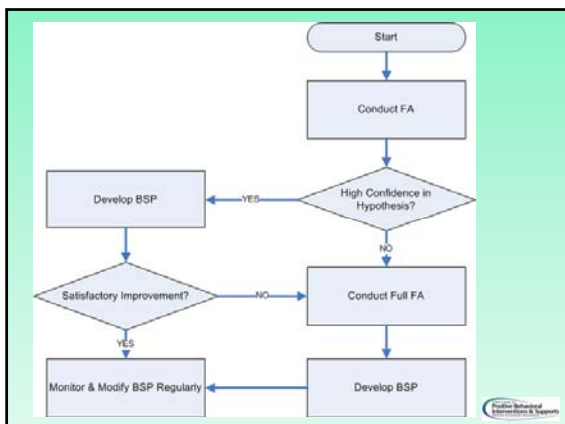
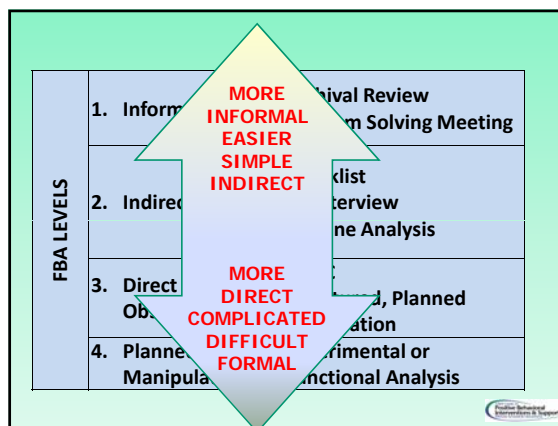


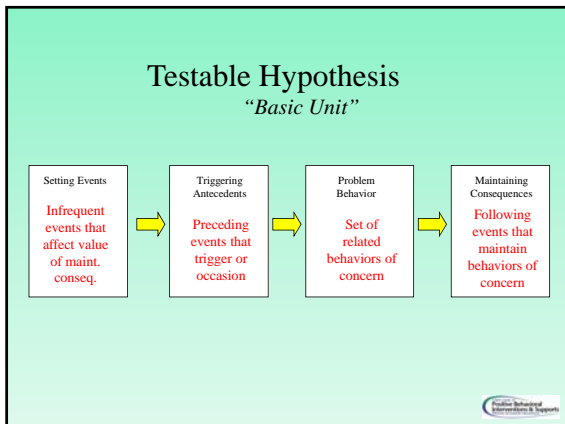
### What is FBA?

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**.

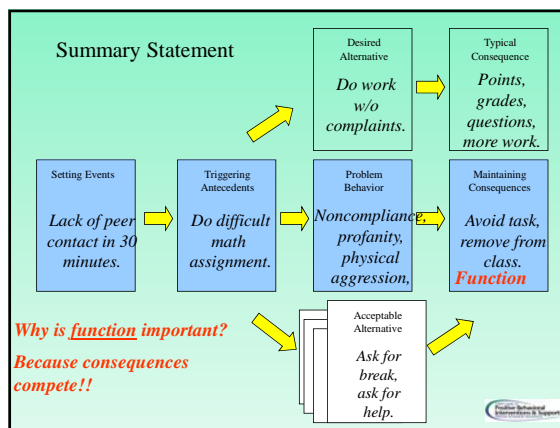
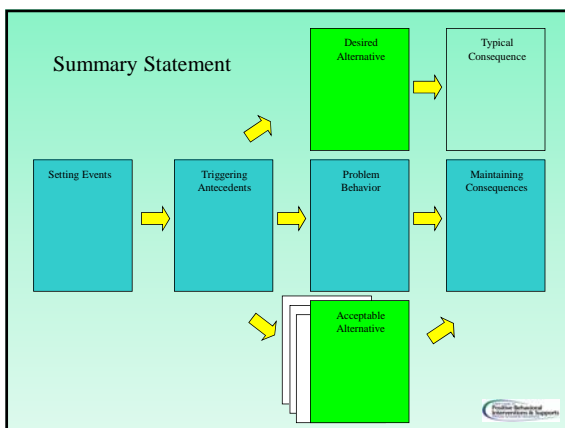
- ### When has FBA been done?
1. Clear & measurable **definition** of problem behaviors.
  2. Complete **testable hypothesis** or summary statement is provided.
    - Statement of **function** (purpose) of behavior
  3. **Data** (direct observation) to confirm testable hypothesis.
  4. **Behavior intervention plan** based on testable hypothesis
    - **Contextually appropriate** supports for accurate implementation



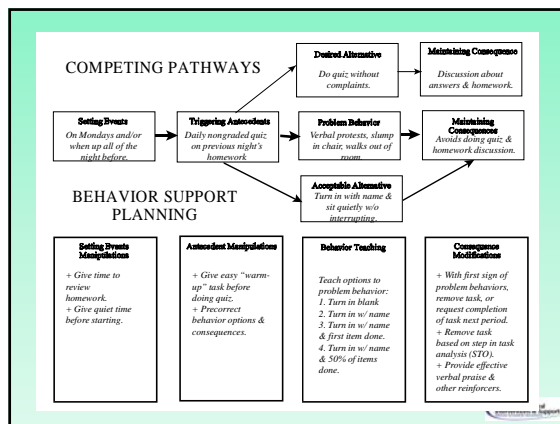


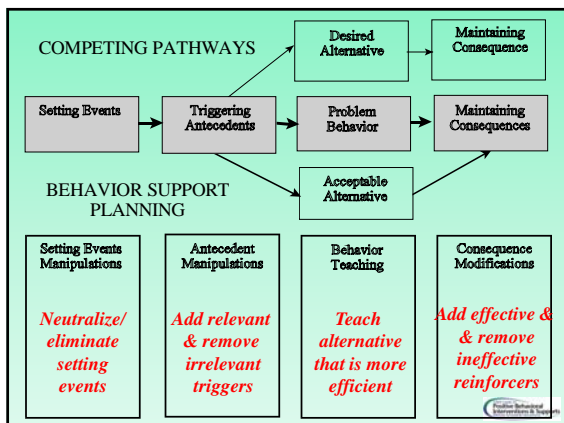
STEP 4: Routine Analysis

Schedule (Times)	Activity	Likelihood of Problem Behavior						Specific Problem Behavior
		Low					High	
8:00	Waiting to enter building	1	2	3	4	5	6	See escalation described above
8:15	Advisory & Planning	1	2	3	4	5	6	Mostly teasing and touching property of others. Doesn't escalate much further
9:15	Language Arts	1	2	3	4	5	6	Occasional name calling/teasing
10:15	Recess	1	2	3	4	5	6	See escalation described above
11:30	Math	1	2	3	4	5	6	Occasional teasing
12:00	Lunch	1	2	3	4	5	6	See escalation described above
12:35	Earth Science	1	2	3	4	5	6	Minor verbal harassment
1:15	Art or Phy Ed	1	2	3	4	5	6	See escalation described above
2:00	Reading	1	2	3	4	5	6	Rarely a problem
2:50	Waiting for bus	1	2	3	4	5	6	See escalation described above



Setting Event Manipulations	Antecedent Manipulations	Behavior Manipulations	Consequence Manipulations
Arrange for peer interaction before math class  Provide positive adult contact  Sit with preferred peer	Introduce review type problem before difficult tasks  Remind of alternative behaviors  Do first problem together	Teach options to problem behavior: 1. Ask for break 2. Ask for help 3. Turn in assignment as is.  Teach missing math skills	Immediately reinforce entering class.  Provide reinforcer w/in 1 min. of starting task (3 min., 5 min., 10 minutes)  Give break & help  Sit with preferred peer when done

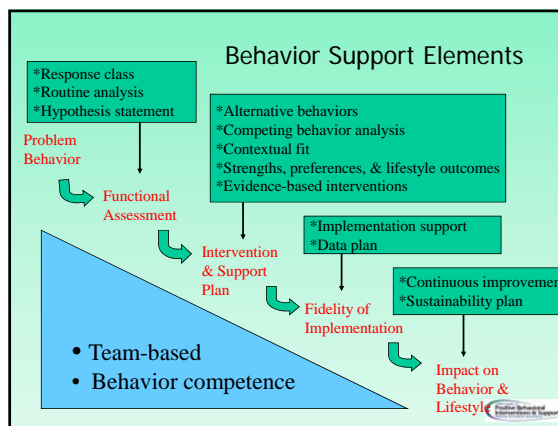




### BIP Guidelines

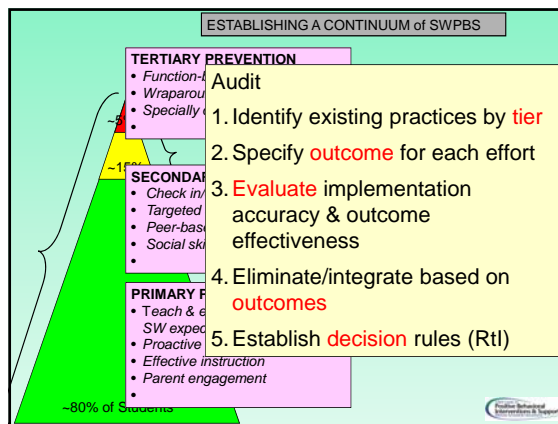
1. Design **antecedent strategies** to make triggering antecedents irrelevant....so they no longer serve as triggers.
2. Design **behavior teaching strategies** to make problem behaviors inefficient....so more acceptable behaviors are easier to do.

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.



### Practice Evaluation: Eliminate, Modify, Integrate, Sustain

Practices	Evaluation						
	Evidence-Based?	Outcome Data Collected?	Non-Responder Decision Rule?	Implem. Fidelity Assessed?	Effective?	Decision	
Prevention Tier	Primary	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
	Secondary	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
	Tertiary	Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S



## 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)
- Logistics
  - Develop **report** for staff
  - Schedule next team **meeting**
- Report 2-3 **planned activities** from your team action planning (1 min.)

