Is it Tier 2 or Classroom –
Introduction to the Classroom Consultation Guide

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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

Positive Behavior Support

Guiding Principles:

• Multi-Tiered System of Supports (MTSS)
• Evidence-based instruction and intervention
• Teach and reinforce appropriate behaviors
• Data-based problem-solving
• Progress monitoring
• Enhance social and learning outcomes for all students
What “kind” of students can display problematic behavior?

All students.

Students with/without labels who are served in general/special education can display problematic behavior.

This is not a special education issue.

It is an education issue.
What We Already Know

• Inappropriate behaviors can be changed.
• Effective environments can be created to change behavior.
• Changing environments requires changing adult behavior.
• Adult behavior must change in a consistent and systematic manner.
• Support systems are essential for both students and adults.
Multi-Tiered System of Supports (MTSS)

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Supplemental Interventions & Supports
More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports
General academic and behavior instruction and support provided to all students in all settings.

(FL RtI State Transformation Team, Dec. 2009)
Response to Intervention for Behavior

• Three main components of RtI:
  – Problem solving process
  – Data system
  – Multi-Tiered model of support delivery

• Services are matched to student need
• Resources are used wisely
What is Tier 2?

• **Tier 2 = Supplemental Support**
  – Remediation
  – Prevent problems from escalating

• **Tier 1 & 2 – (Classroom)** Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classrooms

• **Tier 2 – (Supplemental)** Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape)
It’s Not Just Theory…

• Tier 2 supports rely on a strong Tier 1 system. If the foundation isn’t in place:
  – Too many students will look like they need Tier 2 services *(there will be too high of a demand)*
  – The structure for many Tier 2 interventions won’t be in place *(there won’t be enough options for services)*
  – Schools will feel overwhelmed and unsuccessful.
  – Staff may be reluctant to identify students *(Walker, Cheney, Stage, Blum & Horner, 2005)*
Tier 2 Process

- Builds on the Tier 1 expectations
- Collaborative teaming and data-based problem-solving
- Matches the needs of each school
- Pre-determined decision rules
  - Selecting and prioritizing students
  - Making intervention changes
  - Increasing/decreasing levels of support
- Monitors implementation fidelity
- System for communicating progress
  - Students, staff, and families
Why this is important: “Responding” to Interventions

- If a student is identified as needing Tier 2 supports, but spends a lot of time in an environment that generates a high rate of problem behavior...the environment likely contributes to the student’s “problem”
- Or if that student spends a lot of time with adults who don’t teach or reward appropriate behavior...that student hasn’t contacted the Tier 1 interventions
- In either case, we can’t say the student had a poor response to the intervention, because the intervention wasn’t implemented with fidelity.
  - The responsibility is on the adults in the school to arrange effective environments.
In Other Words…

• We organize our resources
  – Multi-Tier model

• So kids get help early
  – Actions based on outcomes (data!), not procedures

• We do stuff that’s likely to work
  – Evidence-Based interventions

• And make sure they’re successful
  – Progress monitoring
  – Problem-Solving process
  – Increasing levels of intensity
Preparing for Advanced Tiers: Check Your Tier 1 Data System

• Your Tier 1 data system must be able to answer the questions:
  – Who, What, When, Where, and
  – **WHY**

• Tier 2 interventions are developed based on data that indicate a common function of inappropriate behaviors (attention-seeking, avoidance, etc…).
  – Your forms, database, and/or referral process may need development
Tier 1 is Implemented Consistently with Fidelity

• Benchmarks of Quality (BoQ) score of 70+

• Implementation is ongoing across all staff
  – Teaching, rewarding, proactively disciplining throughout the year
  – Process for orienting new students is in place
1. Gather sources of data necessary to identify classrooms in need
   - School Level
   - Classroom Level

2. Examine the data to assess whether or not there is a need for Classroom PBS
   - Support classroom teachers?
   - Support groups of students?
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 date 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.
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.
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 (CCG)*
Classroom Level Supports

- Support the SW system so students can show success across variations in:
  - Curriculum
  - Instructional style
  - Classroom routines
  - Settings *(OSEP, Classroom Supports, 2004)*
- Macro Level (state and district)
- Micro Level (school and classroom)
Prerequisites for Success: School

- School Improvement Plan
  - Determine goals/objectives classroom training will target
  - Determine participants
    - All classrooms or target classrooms?

- Evaluation
  - Determine who will evaluate effectiveness

- Resources/Participants
  - Staff, time, funding
Prerequisites for Success: Classroom

• **Goals**
  – Determine 1-month, 3-month, and annual goals
  – All or target classrooms/students?

• **Evaluation**
  – Determine who and how to evaluate effectiveness
  – Visibility and political support

• **Resources/Participants**
  – Staff, time, funding
Classroom PBS Emphasizes

- Using data to make decisions
- Implementing preventative strategies
- Teaching & recognizing appropriate behavior
- Implementing responding strategies
- Using effective classroom practices
- Monitoring & evaluating progress
Benchmarks of Quality: 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.
Setting up your System

• Establish a classroom PBS 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!
  – Refer to Classroom Resources of FLPBS Project website

• Students need to understand that this is an extension of the SWPBS system
What happens if we continue despite these issues?

Lack of solid Tier 1 foundation → Too many students identified → Strain on resources

Reluctance to identify students in need ← Staff frustration ← Limited support options for students in need

Unmet student needs
Ineffective instruction and poorly structured environments may set the stage for poor student outcomes.
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
Data-Based Decision Making at the Classroom Level

Problem-Solving

http://flpbs.fmhi.usf.edu/revision07/secondary/Classroom%20Consultation%20Guide.pdf
Classroom Problem-Solving Process

Step 1 - Problem Identification
What’s the problem?

Step 2 - Problem Analysis
Why is it occurring?

Step 3 - Intervention Design
What are we going to do about it?

Step 4 - Response to Intervention
Is it working?
Step 1: Problem Identification

Looking at School-Wide Data

• Office Discipline Referral data ✓
  – by location ✓
  – by staff ✓
  – by classroom & behavior ✓

• Minor Incident Reports

• Teacher Nominations

• Direct Observation ✓
Referrals by Location

Referrals By Location

Number of Referrals

0 100 200 300 400 500

Common  Bus zb  Park lot  Special evt  Office  Plygd  Library  Unknown loc  Locker rm  Bathrm  Gym  Cafè  Other loc  Hall  Bus  Class
Referrals by Staff

Referrals By Staff

Number of Referrals

administrator
Teacher 1 - Referrals by Behavior

Custom Graph - Referrals By Problem Behavior

Number of Referrals

- M-Other
- M-Tardy
- M-Dress
- M-Prpt. Misuse
- M-Disruption
- M-Contact
- Minor
- Unknown behav.
- Weapons
- Arson
- Bomb
- Vandal
- Combust
- Drugs
- Alcohol
- Tobacco
- Out bounds
- Inapp. affection
- Tech
- Dress
- Theft
- Prop dam
- Skip
- Tardy
- Harass
- Lying
- Other behav.
- Age/Fight
- Disrupt.
- Inapp. lan.
- Disruption
Teacher 2 - Referrals by Behavior

Custom Graph - Referrals By Problem Behavior

Number of Referrals

Disruption
Step 1: Identify the Problem

- Looking at Class-Wide Data
- Office Discipline Referral data
  - by time
  - by motivation
  - by administrative decision
- Admin Walkthrough/Formal Observation
- Classroom Assessment Tool (CAT)
- Positive Environment Checklist (PEC)
- Classroom Management: Self Assessment Revised (7r)
- Direct Observation
Teacher 2 - Classroom Ref. by Time

Custom Graph - Referrals By Time
Teacher 2 - Referrals by Motivation

Custom Graph - Referrals By Motivation

- Unknown mot
- Other mot
- DK
- Avoid a
- Avoid p
- Avoid wrk
- Ob ith
- Ob a ath
- Ob p ath
- Avoid task

Number of Referrals
Ref. by Admin. Decision
Who is the Focus?

• Data may be collected on:
  – entire classroom of students
  – select individuals within classroom

• Target those select individuals that are responsible for the bulk of incidences

OR

• Target the entire class to obtain more specific information if many students are engaged in problem behavior or to help clarify problem areas
Baseline Data Collection Guidelines

• Define the behavior that you wish to observe. Be specific.

• Decide which type of behavioral recording is best suited to monitor the behavior.

• Determine if observation data should focus on select individuals or the entire classroom.

• Decide who will observe the behavior.

• Decide how long your observations will last.

• Observe and record classroom behavior.

• Collect observation data until patterns emerge.
Assessment Tools

• Classroom Assessment Tool (CAT)
  – Self-Assessment or outside observer

• Direct Observation
  – Frequency, Duration, Anecdotal
  – Type will depend on the problem

• Positive Environment Checklist (PEC)
  – Focus on environmental aspects of classroom
Classroom Assessment/Assistance Tool

- Ecological
- Behavior Systems
- Curriculum & Instruction
Classroom Assessment/Assistance Tool

- Used as an interview or teacher self-eval

Areas include:

**Ecological:**
- Physical Setting
- Scheduling
- Socialization

**Curriculum & Instruction:**
- Instructional Planning & Delivery

**Classroom Behavior:**
- Defining & Teaching Behavior
- Reward Systems
- Consequence Systems (RtI)
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.
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.
Classroom Problem-Solving Process

Step 1 - Problem Identification
What's the problem?

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Why is it occurring?

Step 3 - Intervention Design
What are we going to do about it?

Step 4 - Response to Intervention
Is it working?
Step 2: Problem Analysis

• Once data are collected, analyze data to:
  – Identify possible triggers and maintaining variables surrounding target behavior
    • When behavior is less and most likely to occur
  • Identify the motivation/function of the target behavior
  • Develop hypotheses – why is the target behavior occurring?

*Classroom Consultation Guide (p.231-232)
Antecedents & Consequences

• Highlight conditions when the target behavior is **most likely** to occur
  – What triggers the target behavior?
  – What sets the occasion for the target behavior?

• Highlight conditions when the target behavior is **least likely** to occur
  – What does the environment look like?
  – What seems to be working for students during this time?

• Highlight responses to target behavior that occur repeatedly
  – What does the teacher do after the inappropriate behavior?
  – What do peers do once the target behavior is exhibited?
Function of the Behavior

• Once clear conditions (before and after the target behavior) have been identified determine the function of the behavior

• Function = Reason WHY the behavior is occurring
Examples of Function

• 20% of the students in class engage in disruptive behavior (tearing up paper, walking around the room) to avoid the task.

• 10% of the students in class engage in disruptive behavior to gain peer attention.

• Two students in class disengage, put head on desk, closes eyes to avoid adult attention.
Hypothesis Statement

• Based upon what the data show

• Critical in identifying appropriate interventions

• Components of a hypothesis
  – When this occurs (describe circumstances)
  – The class does (describe behavior)
  – To get/avoid (describe consequences)

• Page 3 of Analyzing Patterns*

*Classroom Consultation Guide (p.233)
Hypothesis Statement

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 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 in CCG)
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 in CCG)
Intervention Design

• Use the information gathered on the Analyzing Patterns Worksheet
• Link strategies to the hypothesis and include:
  – Classroom Expectations & Rules
  – Teaching Behavior
  – Classroom Procedures
  – Reward System
  – Responses to Problem Behavior
  – Modifications to the Environment and Curriculum & Instruction

• Classroom Intervention Plan*

*Classroom Consultation Guide (p.198)
Classroom Problem-Solving Process

Step 1 - Problem Identification
What's the problem?

Step 2 - Problem Analysis
Why is it occurring?

Step 3 - Intervention Design
What are we going to do about it?

Step 4 - Response to Intervention
Is it working?
Step 3: Intervention Design

• With classroom teacher, use the CCG to review and select appropriate interventions based upon the hypothesis statement
  – Read the narrative of each section
  – Look through the examples/tools
  – Consider other available resources
  – Select strategies that are feasible and agreeable to the teacher
Evidence-Based Interventions

Guiding Questions:

1. Has the strategy been reviewed and evaluated for ‘standards of evidence’ by an organization such as ‘What Works Clearinghouse’?

2. If not, is there any evidence that the strategy has been researched? (e.g., journal articles, book chapter, report from developer)

3. Does the strategy have a manual describing the procedures for each step, so anyone would be able to implement the strategy?

4. Does the strategy include a method for evaluating fidelity of implementation?

5. Can the strategy be implemented without regular and/or intensive involvement from the developer?
Plan for Implementation Fidelity

• Implementation monitoring
  – (Is it really happening?)

• Establish plan for tracking individual and group performance
  – Daily tally of incidents and rating of task engagement
  – ODRs for classroom

• Determine schedule for monitoring
  – Implementation
  – Outcomes
Implementation Plan

• Coordinate with everyone involved and 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
Implement the Plan

- Implementation monitoring
  - (Is it really happening?)
- Establish plan for tracking individual and group performance
  - Daily tally of incidents and rating of task engagement
  - ODRs for classroom
- Determine schedule for monitoring
  - Implementation
  - Outcomes
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 (BOSS)
Classroom Problem-Solving Process

Step 1 - Problem Identification
What's the problem?

Step 2 - Problem Analysis
Why is it occurring?

Step 3 - Intervention Design
What are we going to do about it?

Step 4 - Response to Intervention
Is it working?
Step 4: Response to Intervention

• Did we meet the intervention goal?
  – (Review the **Goal Statement pg.2** on the Analyzing Patterns Worksheet*)

• Are there:
  – decreases in problem behavior?
  – increases in appropriate behavior?
  – achievement of broader goals?
  – durability of behavior change over time?
  – increases in academic achievement?

*Classroom Consultation Guide (p. 232)
Is the plan working?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan to maintain the intervention (include generalization &amp; fading procedures)</td>
<td>• Modify existing plan or develop a new plan</td>
</tr>
<tr>
<td></td>
<td>• Consider referring back to problem-solving team if intervention isn’t working</td>
</tr>
</tbody>
</table>
Outcomes of Successful Classroom PBIS

- Significant reduction in problem behavior
- Students are more engaged
- Students complete assignments/tasks
- Students follow classroom expectations & routines
- Teacher comments are positive
- Small number of students need additional behavior support
Student Data Analysis

Lack of student progress:

• Is the intervention being implemented with fidelity?
• Does the intervention match the function of behavior?
• Has the correct function been identified?
• Has the appropriate intervention been implemented?
• Does the student need additional supplemental supports?

• Use the **Classroom Consultation Guide (CCG)**
Who should use the Classroom Consultation Guide

- Individuals supporting classroom teachers
- Classroom teachers
- SBLT members implementing Tier 1 PBS on campus
  - Individual Teacher Support
  - Team System-Wide “Behavior Support Teams”

[link](http://flpbs.fmhi.usf.edu/revision07/secondary/Classroom%20Consultation%20Guide.pdf)
Purpose of the Classroom Consultation Guide

- Utilize variety of tools to assess
  - Environment
  - Behavior System
  - Curriculum & Instruction
- Use data to identify, assess, & evaluate classrooms in need of support
- Implement a problem-solving process
  - Determine appropriate interventions
  - Evaluate effectiveness

http://flpbs.fmhi.usf.edu/revision07/secondary/Classroom%20Consultation%20Guide.pdf
Classroom Positive Behavior Support: Team Consultation Guide

Table of Contents

- Overview
  - How to use the Guide
  - Classroom Problem-Solving Process

- Step 1: Identify and Analyze the Problem
  - Getting Started: Looking at Your School-Wide Data
  - Looking At Classroom-Level Data
  - Classroom Assessments
  - Direct Observation Data
  - Analyzing the Problem
  - Sample Data
    - Classroom Assessment Tool
    - Scatterplot
    - Classroom Tracking Forms
    - Class Schedule

- Step 2: Develop the Plan
  - Completing The Intervention Plan
  - Resources Tabs
    - Teaching Behavior

Guide has links within document. To return to Table of Contents press alt + left arrow key

FLPBS Homepage...
Resources...Classroom...
“Classroom Consultation Guide (NEW)”
Evidence Based Practices in Classroom Management
Top 5 Classroom Practices

1. Maximize structure in your classroom.

2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations.

3. Actively engage students in observable ways.

4. Establish a continuum of strategies to acknowledge appropriate behavior.

5. Establish a continuum of strategies to respond to inappropriate behavior.

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)
1. Maximize structure in your classroom.

• Develop **Predictable Routines**
  – Teacher routines
  – Student routines

• **Design environment** to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
  – Arrange **furniture** to allow easy traffic flow.
  – Ensure adequate **supervision** of all areas.
  – Designate staff & student **areas**.
  – **Seating** arrangements (groups, carpet, etc.)
2. Post, Teach, Review, Monitor, and reinforce a small number of positively stated expectations.
Establish

**Behavioral expectations/Rules**

- A small number (i.e., 3-5) of positively stated rules. *Tell students what we want them to do,* rather than telling them what we do not want them to do.

- Publicly **post** the rules.

- Should match SW Expectations
POSITIVE BEHAVIOR SUPPORT
RESPECTFUL
RESPONSIBLE
RESOURCEFUL
• **Operationally define** what the rules look like across all the routines and settings in your school.

• One way to do this is in a **matrix** format.

• This matrix should compliment your school-wide matrix, but be specific to your classroom setting.
## Rules within Routines Matrix

<table>
<thead>
<tr>
<th>Routines</th>
<th>Entering Classroom</th>
<th>Seat Work</th>
<th>Small Group Activity</th>
<th>Leaving Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td></td>
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<td></td>
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<tr>
<td>Responsibility</td>
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</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
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
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
OFFICE RULES

WAIT QUIETLY UNTIL YOU ARE ACKNOWLEDGED
ASK QUESTIONS RESPECTFULLY
INSIDE VOICES ONLY
THANK THE PERSON FOR HELPING YOU

T. S. Morris Elementary School
Home of the Mighty Marlins

BATHROOM RULES

FLUSH THE TOILET
SAFELY THE AREA CLEAN
USE A QUIET VOICE
SANITIZE YOUR HANDS
HELP CONSERVE SUPPLIES

T. S. Morris Elementary School
Home of the Mighty Marlins
Teach expectations directly.

- Define rule in operational terms—tell students what the rule looks like within routine.
- Provide students with examples and non-examples of rule-following within routine.

Actively involve students in lesson—game, role-play, etc. to check for their understanding.

Provide opportunities to practice rule following behavior in the natural setting.
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
CLASSROOM RULES

S - Show Respect
W - Work and Play Safely
I - Involved in Learning
M - Make Good Choices

T. S. Morris Elementary School
Home of the Mighty Marlin
Expectations & behavioral skills are taught & recognized in natural context
• Provide students with **visual prompts** (e.g., posters, illustrations, etc).

• Use **pre-corrections**, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings were problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).
Active Supervision (Colvin, Sugai, Good, Lee, 1997):

» **Move** around

» **Look around** *(Scan)*

» **Interact** with students
  » Reinforce
  » Correct
Collect data
- Are rules being followed?
- If there are errors,
  - **who** is making them?
  - **where** are the errors occurring?
  - **what** kind of errors are being made?

Summarize data (look for patterns)

Use data to make decisions

**Evaluate the effect of instruction**
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
3. Actively engage students in observable ways.

- Provide high rates of opportunities to respond
- Consider various observable ways to engage students
- Link engagement with outcome objectives
Range of evidence based practices that promote active engagement

- Direct Instruction
- Computer Assisted Instruction
- Class-wide Peer Tutoring
- Guided notes
- Response Cards
4. Establish a **continuum of strategies to acknowledge appropriate behavior**.

- Specific and Contingent Praise
- Group Contingencies
- Behavior Contracts
- Token Economies
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)
Thelma Smiley Morris Elementary

“GOTCHA” Ticket

Mighty Marlins

Always S.W.I.M. Upstream!!

11-12
5. Establish a **continuum of strategies to respond to inappropriate behavior.**

- Error Corrections
- Differential Reinforcement
- Planned ignoring
- Response Cost
- Time out from reinforcement
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
Research says…

• Teachers typically receive little training in classroom management

• Teachers demonstrated behavior change only once they received performance feedback – more research is needed!  (Begeny & Martens, 2006; Markow, Moessner, & Horowitz, 2006)

• Multi-component training packages (didactic training + coaching + performance feedback + etc.) result in desired behavior change, especially when trained skills are effective  (Abbott et al., 1998; Hiralall & Martens, 1998; Madsen, Becker, & Thomas, 1968; The Metropolitan Area Child Study Research Group & Gorman-Smith, 2003; Rollins et al., 1974).
Response to Intervention for Behavior

Changing the triangle: Think of the lava as children moving across the continuum

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The University of South Florida's College of Behavioral and Community Sciences offers a fully online Graduate Certificate in Positive Behavior Support. This certificate program offers an evidence-based approach to resolving challenging and supporting prosocial behavior in children and youth within schools and early education settings.

The core certificate courses include 1) Intensive Individualized Positive Behavior Support (PBS); 2) Consultation and Collaboration, and either 3) Addressing Challenging Behaviors in Young Children or 4) School-Wide Positive Behavior Support (9 hours of required courses).

Students choose an additional two out of six elective courses (6 hours of electives) which might include the fourth core course, behavioral health or children's mental health courses, or an independent study course.

The certificate will benefit students by equipping them with necessary skills to provide systemic applications of PBS. The applications vary from understanding consultation at the individual level in the home and community, with young children in preschool settings, and/or school-age children within classrooms and schools. The mental and behavioral health electives round out the certificate.
Resources

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