Game Changers: Preventing and Responding to Problem Behaviors in the Classroom

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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.

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
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)*
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.
Response to Intervention for Behavior

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

Intensive
Supplemental
Primary/Universal
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
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
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 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!
  – Refer to Classroom Resources of FLPBS Project website

• Students need to understand that this is an extension of the Tier 1 PBIS system
Ineffective instruction and poorly structured environments may set the stage for poor student outcomes.
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
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)
Self-Assessment: Consequence Systems

- Are data on student performance displayed prominently?
- Are the consequences for rule violations preplanned?
- Are consequences delivered consistently, respectfully, and in a timely manner?
- Are students reminded of their choices in a calm, positive manner prior to escalation in behavior?
- Is there a formal system for communicating and involving parents that does not rely entirely on students as the messengers?
- Are there positive strategies in place to strengthen home/school partnership?
- Are there additional strategies for students who do not respond to class-wide expectations?
More specifically...

- I use a **continuum of strategies** to respond to inappropriate behavior.

- I provide specific, contingent, and brief **error corrections** for academic and social errors.

- In addition, I use the **least restrictive procedure** to discourage inappropriate behavior (differential reinforcement, planned ignoring, response cost, time out).
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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</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
• 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).

**Prompt**
or remind students of the rule
Active Supervision (Colvin, Sugai, Good, Lee, 1997):

» Move around

» Look around (Scan)

» Interact with students
  » Reinforce
  » Correct
Reasons for Teaching Behavior

• Problem behaviors often occur due to
  • Skill deficits
  • Performance deficits
  • Skills are not taught in context
  • Skills are not rewarded and encouraged consistently

• To **learn a new behavior**, it needs to be repeated an average of **8 times**

• To **unlearn** an old behavior and replace it with a new behavior, it must be repeated an average of **28 times**
  
  - Harry Wong
• 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
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
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)
Thelma Smiley Morris Elementary

“GOTCHA” Ticket

Mighty Marlins

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

11-12
Rewarding Expected Behavior

- Serves as a **teaching tool**
  - Provide feedback on appropriate behavior
- Makes appropriate behavior **more likely** to occur
  - Catch students in the act, create momentum
- Builds positive student/teacher **relationships**, school **climate**
- Counteracts negative **peer influences**
- Increases **internal motivation** in unmotivated students
Rewards

Social
- Time w/ friends
- Verbal praise

Activity
- Teacher assistant
- Art project
- School dance
- Staff/student games

Sensory
- Lights, temperature, music, seating

Escape
- “1-Minute Ticket”
- Homework pass
- Library pass

Tangible
- Edibles
- Materials
- Praise notes, pencils, notebooks, stickers, photos, T-Shirt
- Tokens
Reward Recipients

- **Students**
  - Teach how rewards will be earned
  - Every appropriate behavior will not be rewarded
  - Solicitations will not result in a reward

- **Staff**
  - Reward for using the system
  - Monitor fidelity of system use
    - Signatures, color coding, each staff assigned a number, etc.
  - Solicit ongoing feedback

- **Families**
  - Reward for attending parent/teacher conferences
  - Ensuring homework is completed
  - Student attendance, on-time to school, dress code followed
  - Solicit ongoing feedback
Guidelines for Providing Rewards

**When**
- Immediately after the target behavior occurs (expectation)
- Frequently after teaching an expectation
- In problem locations or situations

**Avoid**
- Long delays between the display of positive behavior and reward
- Only quarterly or semester events
  - Use as part of the reward hierarchy

**General**
- Students should always be eligible to earn a reward
- ‘No’ parties should not be used in isolation
  - tardies, referrals, dress code violations, etc.
- Some students may need shorter time intervals between rewards
How to Reward

• Name the behavior and expectation observed
• Provide positive acknowledgement
  • Consider age and student preference

Example:

“David, when you helped Susan with her tray you were being respectful and responsible. You earned a Wild Cat dollar for being such a great helper.”

Refrain from taking or threatening to take away a reward once it has been earned
Reward System Guidelines

• Teach
  • What behaviors will earn rewards
  • How and when to reward
    • Behaviors to reward, priority locations

• Offer a variety

• Establish a hierarchy

• Survey students and families for ideas

• Make it as easy as possible

• Use and share data
  • Decrease in problem behaviors
  • Increased participation in reward events
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
EFFECTIVE DISCIPLINE PROCEDURES
Defining Behavior

Behavior

• Anything we say or do (observable)
• Response to one’s environment (antecedents)
• Serves a function or purpose (motivation)
• Results in a desired outcome (consequence/reinforcer)
• Predictable
• Learned (teach replacement behaviors)
• Can be changed
**ABCs of Behavior**

**Antecedents**
- Events in the environment that occur prior to behavior

**Behavior**
- Observable, measurable actions

**Consequences**
- Event or response immediately following the display of a behavior
**Antecedents:** Events in the environment that occur prior to behavior

- **Examples:**
  - Limited staff presence in the hallway, cafeteria, playground, etc.
  - Inadequate teaching or review of the Tier 1 expectations

**Behavior:** Observable, measurable actions

- **Examples:**
  - Pushing (Be safe) in the hallway, cafeteria, playground, etc.
  - Name calling (Show respect) during class activities

**Consequences:** Event/ response immediately following the display of a behavior

- **Examples:**
  - Students are re-taught expectations
  - Restitution activity
Using ABCs to Identify Interventions

**Antecedents**
- Increases the likelihood specific behaviors will occur
- Informs interventions *(prevention)*

**Behavior**
- Informs which Tier 1 expectation to *teach*

**Consequences**
- **Reinforces** behavior
- Helps determine *function* (motivation) of the behavior
- Informs effective responses
Examples:
ABCs to Identify Interventions

**Antecedents:** Environmental events that occur prior to behavior

- **Examples:**
  - Increase staff presence in the hallway, cafeteria, playground, etc.
  - Teach and review Tier 1 expectations on a regular basis

**Behavior:** Observable, measurable actions

- **Examples:**
  - Students walk appropriately in common areas (Be safe)
  - Students appropriately engage peers during class activities (Show respect)

**Consequences:** Event/response immediately following a behavior

- **Examples:**
  - Students earn Tier 1 reward (Warrior coupon) for walking appropriately in common areas
  - Students earn extra recess time for engaging their peers appropriately
Determining Function of Behavior

Why is the problem behavior occurring?

- Get/Obtain or Escape/Avoid
  - Attention - peer or adult
  - Tangible - object, task, activity
  - Sensory stimulation

Develop Hypothesis (Why)

- When antecedent occurs, students engage in behavior. As a result, students function.
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.
Defining Incident Levels

• **Office-Managed Incidents (Majors)**
  - Handled by the administration
    - Physical fights, property damage, weapons, tobacco

• **Teacher-Managed Incidents (Minors)**
  - Handled quickly and efficiently
  - Typically by the classroom teacher
  - Handled where incident occurred
    - Tardy, lack of materials, incomplete assignments, gum chewing

• **Crisis Incidents**
  - Require an immediate response from administration and/or crisis response team
    - Bomb Threats, weapons alerts, intruder, fire evacuations, etc.

*Consult district and school policies for crisis incidents*
Preventing Problem Behavior

- Develop positive relationships with students
- Ongoing teaching & rewarding
- Active supervision
- Modify the environment
  - Traffic flow, tempting materials, line of sight, organization, visual boundaries
  - Change schedule
  - Interesting & engaging instruction (adapt curriculum, special assignment, tutoring, computer/internet work, cell phone assignment, role play)
- Prompt students
- Provide choices
Responding to Problem Behavior

- **Identify consequences in advance**
  - Increase effectiveness
  - Agreement on teacher-vs. office-managed behaviors
  - Consensus on range of actions
  - Improved data collection
  - Multiple options address a variety of functions

- **Administering consequences**
  - Match the severity of the offense
  - Include opportunities to learn & practice appropriate alternatives
  - Be monitored to ensure they are effective
  - Be aligned with
    - Tier 1 expectations
    - Clearly defined rules
    - A system for teaching & rewarding expectations & rules

*Refrain from taking or threatening to take away an earned reward*
Responses to Problem Behavior

Examples

- Eye contact
- Proximity control
- Remind/re-teach expectation or rule
- Re-direct to task
- Reward around the student
- Create opportunity for active engagement

- Self-Monitoring
- Let the student save face
- Use cool-off pass
- Use (genuine) humor
- Change the student’s seat
- Give students choices
- Give the student a responsibility
Disciplinary Actions

Examples

- Conference with student and/or parent
- Failure to earn a privilege or reward
- Student Contracts
  - Misc. Page 38
- Loss of privileges
- Reflective activities
- Restitution/apology
- Mini-courses
- Counseling
- Peer Mediation/Teen Court
- Community service
- Parent supervision
Administering a Referral

Deliver in private using a neutral, calm tone

- Name problem behavior
- Provide feedback on behavioral error
- State Tier 1 expectation
- Model expected behavior
- Ask student to demonstrate behavior
- Provide acknowledgement to student
- Follow discipline referral process
Using Major and Minor Referrals

- Efficient and effective tools for data-based problem-solving to identify:
  - Tier 1 problem behaviors
  - Skills to be taught/rewarded
  - Individual students
- One behavior at a time
  - If multiple behaviors occur, record the most problematic
- Completed by staff who witnessed incident
- Documents impact on academic engaged time (AET)
  - Time-Out
  - Think Area or Problem-Solving Room
  - Student sent home early
Referral Forms and Behavior Change

Provide information to answer the following questions

- **What** behaviors need to be taught/re-taught and/or rewarded?
- **Where** should interventions be focused?
  - Is there one setting that is more likely to reflect inappropriate behavior?
- **When** are the behaviors most and least likely to occur?
- **Why** is the behavior occurring?
  - What is motivating to the students?
- **What interventions** have been used to address the problem behaviors?
- **Were the interventions effective?**
  - Did they reduce the occurrence of problem behavior?
Discipline Referral Process

- Encompasses definitions, responses, & forms
- Implemented with fidelity to facilitate data-based problem-solving
- Facilitates consistency in discipline across campus
- Avoids long delays between the behavior and the disciplinary action
- Communicates with stakeholders
  - **Staff** involved
  - **Families**: inform families directly
  - **Students**: remind them of their responsibilities
- Establishes re-entry procedures for staff and students to follow
Comprehensive Approach to Discipline

Prevent
- Teach & reward appropriate behavior
- Engage in active supervision
- Address environment, curricula, and instruction
- Use pre-corrections/prompts *(verbal, visual, physical)*

Respond
- Instruction tied to Tier 1 Expectations
- Practice appropriate alternatives
- Hierarchy of consequences *(severity, motivation)*
- Verbal de-escalation *(CPI Institute)*
- Monitor effectiveness

Follow-Up
- Communication
- Re-Entry Procedures
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
Questions
Enroll now for Fall 2012!

Courses taught by:
Don Kincaid, Heather George, Lise Fox, Kwang Sun-Blair

Completely on-line
Program web site at:
http://pbs.cbcbs.usf.edu/
Resources

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