Positive Behavioral Interventions & Supports: A Framework for Addressing the Social Emotional & Behavioral Needs of All Students

Starting Point....

- Educators cannot “make” students learn or behave
- Educators can create environments to increase the likelihood students learn and behave
- *Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity*
The Challenge

• The “core curriculum” is often “punishment” to try and reduce problem behavior in school.

• However, “punishing” problem behaviors (without a proactive support system) is associated with increases in (a) aggression, (b) vandalism, (c) truancy, and (d) dropping out. (Mayer, 1995, Mayer & Sulzar-Azaroff, 1991, Skiba & Peterson, 1999)
The Good News...

Research reviews continue to indicate that effective responses to significant behavioral challenges in school include:

- Social Skills Training
- Academic Restructuring
- Behavioral Interventions

= instructional strategies - “teaching”
School-wide Positive Behavior Support

- Problem solving framework
- Systematic implementation of evidence-based practices
- Layers in increasingly more intensive environmental supports to increase the likelihood students learn and behave
Positive Behavior Support

- Supporting Staff Behavior
- Supporting Student Behavior

OUTCOMES
- Social Competence & Academic Achievement

SYSTEMS

DATA

PRACTICES

Supporting Decision Making
Designing School-Wide Systems for Student Success

**Academic Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All students
  - Preventive, proactive

**Behavioral Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
Essential Features at the School Level

• Teams of educators within the school (administrator)
• Data-based decision making
• Instructional Focus
  – Teach & Practice
• Acknowledge student mastery of social skills
  – Positive Feedback
Universal School-Wide Features

- Clearly define expected behaviors (Rules)
  - All Settings
  - Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for data-based decision making
- Family Awareness and Involvement
<table>
<thead>
<tr>
<th>I am….</th>
<th>All Settings</th>
<th>Classroom</th>
<th>Hallways</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
<th>Playground</th>
<th>Assemblies</th>
</tr>
</thead>
</table>
| **Safe** | - Keep bodies calm in line  
- Report any problems  
- Ask permission to leave any setting | - Maintain personal space | - Walk  
- Stay to the right on stairs  
- Banisters are for hands | - Walk  
- Push in chairs  
- Place trash in trash can | - Wash hands with soap and water  
- Keep water in the sink  
- One person per stall | - Use equipment for intended purpose  
- Wood chips are for the ground  
- Participate in school approved games only  
- Stay in approved areas  
- Keep body to self | - Walk  
- Enter and exit gym in an orderly manner |
| **Respectful** | - Treat others the way you want to be treated  
- Be an active listener  
- Follow adult direction(s)  
- Use polite language  
- Help keep the school orderly | - Be honest  
- Take care of yourself  
- Walk quietly so others can continue learning | - Eat only your food  
- Use a peaceful voice | - Allow for privacy of others  
- Clean up after self | - Line up at first signal  
- Invite others who want to join in  
- Enter and exit building peacefully  
- Share materials  
- Use polite language | - Be an active listener  
- Applaud appropriately to show appreciation |
| **A Learner** | - Be an active participant  
- Give full effort  
- Be a team player  
- Do your job | - Be a risk taker  
- Be prepared  
- Make good choices | - Return to class promptly | - Use proper manners  
- Leave when adult excuses | - Follow bathroom procedures  
- Return to class promptly | - Be a problem solver  
- Learn new games and activities | - Raise your hand to share  
- Keep comments and questions on topic |
RAH – at Adams City High School  
*(Respect – Achievement – Honor)*

<table>
<thead>
<tr>
<th>RAH</th>
<th>Classroom</th>
<th>Hallway/ Commons</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Be on time; attend regularly; follow class rules</td>
<td>Keep location neat, keep to the right, use appropriate lang., monitor noise level, allow others to pass</td>
<td>Put trash in cans, push in your chair, be courteous to all staff and students</td>
<td>Keep area clean, put trash in cans, be mindful of others’ personal space, flush toilet</td>
</tr>
<tr>
<td>Achievement</td>
<td>Do your best on all assignments and assessments, take notes, ask questions</td>
<td>Keep track of your belongings, monitor time to get to class</td>
<td>Check space before you leave, keep track of personal belongings</td>
<td>Be a good example to other students, leave the room better than you found it</td>
</tr>
<tr>
<td>Honor</td>
<td>Do your own work; tell the truth</td>
<td>Be considerate of yours and others’ personal space</td>
<td>Keep your own place in line, maintain personal boundaries</td>
<td>Report any graffiti or vandalism</td>
</tr>
</tbody>
</table>
Tier II (small group)

- Efficient and effective way to identify at-risk students
  - Screen
  - Data decision rules
- Informal assessment process to match intervention to student need
  - Small group Social Skill Instruction
  - Self-management
  - Academic Support
- Part of a continuum – must link to universal school-wide PBS system
Tier III (individualized support)

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional Behavioral Assessment
- Connections to Mental Health and Community Agencies
- Part of a continuum – must link to universal school-wide PBS system
Outcomes
Randomized Controlled Trials Examining PBIS

- Reduced major disciplinary infractions
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Improved school climate
- Reductions in teacher’s reports of bullying behavior


Alton High School
Average Referrals per Day

<table>
<thead>
<tr>
<th>Month</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
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<tbody>
<tr>
<td>Referrals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Other High School Outcomes....

• Triton High School
  – 48% Free and reduced lunch
  – 59% reduction in suspension
  – Halved the drop out rate

• Mountain View High School
  – 30% free and reduced lunch
  – 30% reduction in ODR
  – Last to first in achievement in district
Mental Health Outcomes

• Does School-wide SW-PBS fit within a comprehensive mental health model of prevention and intervention?

Minimizing and reducing “risk factors” by building “protective factors”
Correlation of Risk Variables with EBS Survey Score
N = 13 Middle Schools

A&D = Alcohol and Drug; ABS = Anti-social Behavior Scale
Illinois 02-03 Mean Proportion of Students Meeting ISAT Reading Standard

t test (df 119) p < .0001

Mean Percentage of 3rd graders meeting ISAT Reading Standard

PBIS NOT in place N = 69

PBIS IN place N = 52

46.60%

62.19%
MAP Proficiency by SW-PBS Implementation Levels - All Students

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm Arts Preparation</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td>Comm Arts Emerging</td>
<td>46%</td>
<td>48%</td>
</tr>
<tr>
<td>Comm Arts Bronze</td>
<td>48%</td>
<td>50%</td>
</tr>
<tr>
<td>Comm Arts Silver</td>
<td>50%</td>
<td>52%</td>
</tr>
<tr>
<td>Comm Arts Gold</td>
<td>52%</td>
<td>54%</td>
</tr>
<tr>
<td>Comm Arts non SW-PBS</td>
<td>54%</td>
<td>56%</td>
</tr>
<tr>
<td>Comm Arts All Schools</td>
<td>56%</td>
<td>58%</td>
</tr>
</tbody>
</table>
Tier II & III

Small Group and Individual Interventions

Supporting Students At-Risk and those with Disabilities Within Their Home School
STUDENTS RECEIVING A "BEHAVIOR PLAN"
EIGHT OR MORE REFERRALS

AVERAGE PERCENT DECLINE IN REFERRALS

50%

NUMBER OF REFERRALS

STUDENT NAME

*STUDENT LEFT SCHOOL DISTRICT BEFORE THE END OF THE ACADEMIC YEAR

REFERRALS 99-00  REFERRALS 00-01
Time Out of Class

- **Pre**
- **Post**

The graph shows the time out of class for different intervals, comparing 'Pre' and 'Post' conditions. The intervals are labeled from 1 to 15, with the 'Average' interval highlighted at the end.
Classroom Intervention within SW-PBS

• Subject:
  – Seven years old
  – Identified with EBD and ADHD

• Setting
  – General education 2nd grade classroom with 19 other students

• Concern
  – Student exhibits high rates of off-task
  – Student shouts out answers and questions and comments at high rates and often inappropriate

Field Elementary School

SW-PBS and *Response to Intervention* with Literacy
Field Elementary School

- High Diversity
  - School has 290 students; 50% minority; 20% English Language Learners; 13% Special Education
- Instructional leader turnover
- Poverty
  - 79% of students live in poverty
- Highly transient population
Field Elementary School

+ Teachers and Staff committed to increasing academic and social success of all students
+ A committed Principal who supported faculty in their efforts to change the way they taught to improve children’s lives
Field Elementary School

• Academic Standing
  – Only 5% of all students scored proficient in 2005
  – Breakdown by ethnicity:
    – 0% African-American
    – 18% Caucasian
    – 0% Students with disabilities
    – 0% English Language Learners
    – 7% Students living in Poverty
Field Elementary School

• Literacy
  • In 2004–05, 44% students required intensive support for reading and writing

• Social Behavior
  • In 2003-04 Averaging 10.4 discipline referrals per day
Field Baseline Literacy Data

2004-2005

- Intensive: 44%
- Strategic: 26%
- Benchmark: 30%
<table>
<thead>
<tr>
<th>Tier</th>
<th>Structure</th>
<th>Intervention Groups 45 min, 4 days week, with: (5th day individual focus)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier III</strong></td>
<td>Classroom Teacher</td>
<td>Reading specialists, Sp Ed, ELL, Sp. Lang, K-2 SRA Reading Mastery 3-5 Wilson Reading Systems</td>
</tr>
<tr>
<td><strong>Tier II</strong></td>
<td>Classroom Teacher</td>
<td>Classroom Teacher Reading Mastery or Soar to Success</td>
</tr>
<tr>
<td><strong>Tier I</strong></td>
<td>Classroom Teacher</td>
<td>Classroom Teacher Enrichment based on themes of core program</td>
</tr>
<tr>
<td><strong>DIBELS benchmark</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Core Reading and Intervention Schedule

<table>
<thead>
<tr>
<th>Core</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>K  9:00-10:30</td>
<td>12:25-12:55</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; 9:00-10:30</td>
<td>11:30-12:15</td>
</tr>
<tr>
<td>2  10:00-11:30</td>
<td>9:15-10:00</td>
</tr>
<tr>
<td>3  11:00-12:30</td>
<td>10:15-11:00</td>
</tr>
<tr>
<td>4  1:45-3:15</td>
<td>1:00-1:45</td>
</tr>
<tr>
<td>5  1:00-2:30</td>
<td>2:15-3:00</td>
</tr>
<tr>
<td>Tier</td>
<td>Data Collection</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Tier III</td>
<td>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Benchmark</td>
</tr>
<tr>
<td>Tier II</td>
<td>Fall, Winter &amp; Spring</td>
</tr>
<tr>
<td>Tier I</td>
<td>Fall, Winter &amp; Spring</td>
</tr>
</tbody>
</table>

Also utilize as needed:

- Developmental Reading Assessment (DRA & DRA-2)
- Scholastic Reading Inventory (SRI)
- District Writing Assessments
Field Literacy Data

![Bar graph showing literacy data for different years and categories]

- **Intensive**
  - 2004-2005: 30%
  - 2005-2006: 26%
  - 2006-2007: 33%
  - 2007-2008: 31%

- **Strategic**
  - 2004-2005: 40%
  - 2005-2006: 27%
  - 2006-2007: 29%
  - 2007-2008: 25%

- **Benchmark**
  - 2004-2005: 51%
  - 2005-2006: 40%
  - 2006-2007: 40%
  - 2007-2008: 51%

**Graph Details**

- Y-axis: Percentage
- Legend:
  - Red: Intensive
  - Yellow: Strategic
  - Green: Benchmark
### Positive Behavior Supports

#### Eugene Field Elementary

<table>
<thead>
<tr>
<th>TIGER TRAITS</th>
<th>All Settings &amp; Locations</th>
<th>Arrival &amp; Dismissal</th>
<th>Hallways</th>
<th>Restrooms</th>
<th>Cafeteria</th>
<th>Playground</th>
<th>Field Trips &amp; Assemblies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESPECTFUL</strong></td>
<td>- Respond to Tiger P.A.W.S.</td>
<td>- Listen attentively to announcements.</td>
<td>- Follow walk zones.</td>
<td>- Take turns.</td>
<td>- Raise your hand for help.</td>
<td>- Include all who want to play.</td>
<td>- Listen attentively.</td>
</tr>
<tr>
<td></td>
<td>- Enter, exit, and travel by walking quietly in single file.</td>
<td>- Care for your personal belongings.</td>
<td>- Use stairs appropriately.</td>
<td>- Respect the privacy of others.</td>
<td>- Eat only your own food.</td>
<td>- Use equipment appropriately.</td>
<td>- When seated, sit on bottom and face forward.</td>
</tr>
<tr>
<td></td>
<td>- Use people pleasing language and behavior.</td>
<td></td>
<td>- Observe Tiger Stops.</td>
<td></td>
<td>- Talk only to those at your table using an inside voice.</td>
<td>- Accept skill differences.</td>
<td>- Respond and show appreciation appropriately.</td>
</tr>
<tr>
<td><strong>RESPONSIBLE</strong></td>
<td>- Obey the safety patrol and use crosswalks and sidewalks.</td>
<td>- Carry a pass when alone.</td>
<td>- Immediately report problems to nearest adult.</td>
<td>- Hold your tray with two hands.</td>
<td>- Obtain everything needed to eat before sitting down.</td>
<td>- Follow site rules.</td>
<td>- Be prepared.</td>
</tr>
<tr>
<td></td>
<td>- Report to assigned area in circle drive and stay there until picked up.</td>
<td></td>
<td>- When moving as a class, remain in line order.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Go immediately to destination upon arrival or dismissal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Follow the school game rules.
- When the signal sounds line up immediately in line order.
- Collect and return the playground equipment.
Impact on Behavior Problems

From 10.4 per day to 1.6 per day
Impact on Literacy

• Improved Academic Standing
  – In 2007, 27% of Field’s students scored proficient in 2007 (up from 5%).
  – African American: 0% improved to 16%
  – Caucasian: 18% improved to 57%
  – Students with disabilities: 0% improved to 25%
  – English Language Learners: 0% improved to 27%
Taking What Works To Scale
Key

*Build parallel systemic processes*

- Provide school/district teams with a process to address the presenting challenge (e.g., problem behavior, drop out, learning to read)
- Develop a parallel process for districts/states to support school implementation and continue to expand with integrity (*Blue Print* Leadership Team)
Research Findings on Scaling Up
(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

• Best evidence documents what doesn’t work:
  – Information dissemination alone
  – Training by itself
Research Findings on Scaling Up
(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

• What does work
  – Long term, multi-level approaches
  – Skills-based training
  – Practice-based coaching
  – Practioner performance-feedback
  – Program evaluation
  – Facilitative administrative practices
  – Methods for systems intervention
Missouri School-wide PBS
The Challenge

• Increase student performance by 2020
• Strategic Goals
  – All Missouri children will enter kindergarten prepared to be successful in school
  – All Missouri student will graduate college and career ready
  – Missouri will prepare, develop and support effective educators
The Challenge

• Missouri Public Schools
  – Districts – 524
  – Schools – 2400
  – Teachers – 70,000
  – Students – 900,000
  – Students with IEP – 115,000
Partnership

• University of Missouri Center School-wide Positive Behavior Support
• OSEP Center for Positive Behavioral Interventions and Supports
• Department of Elementary and Secondary Education
  – Heidi Atkins-Lieberman
  – Stephen Barr
  – Chris Nicastro
• Regional Professional Development Centers
Missouri RPDCs

- 1 Southeast – Cape Girardeau
- 2 Heart of Missouri – Columbia
- 3 Kansas City
- 4 Northeast/Truman – Kirksville
- 5 Northwest – Maryville
- 6 South Central – Rolla
- 7 Southwest – Springfield
- 8 St. Louis
- 9 Central – Warrensburg
- 11 Missouri Western – St. Joseph

Boundary Exceptions
- A school district can choose any RPDC to receive services from.
- State supervisors are assigned to the RPDC in their respective regions.
- A school district operating with an existing accountability plan remains with the RPDC that signed off on the plan.
- A school district currently developing an accountability plan will be served by the center aligned with these boundaries.
- Others to be determined.
MO SWPBS Training Plan

TRAINING PHASES

EXPLORATION AND ADOPTION PHASE

Decision to Participate

TIER ONE • PREPARATION PHASE

Implementation with All Staff

TIER ONE • EMERGING PHASE

Implementation with All Staff and Students

TIER TWO • LEVEL ONE

Implementation of One Small Group Intervention

TIER TWO • LEVEL TWO

Implementation of Second Small Group Intervention

TIER TWO • LEVEL THREE

Implementation of Multiple Small Group Interventions

TIER THREE

Implementation of Individualized FBAs/BIPs
Participation in MO SWPBS

MO SW-PBS ACTIVE SCHOOLS AND DISTRICTS

2006-07  2007-08  2008-09  2009-10  2010-11

Total Schools  Total Districts
Fidelity of Implementation

MO SW-PBS SCHOOL SET PARTICIPATION AND ATTAINMENT

- MO SW-PBS Schools with SETs
- MO SW-PBS Schools Attaining 80/80

Legend:
- 2006-07
- 2007-08
- 2008-09
- 2009-10
- 2010-11

Effective Schoolwide Interventions
Rate of Office Discipline Referrals Per Day Per Month Per 100 Students

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Kdg-6th</td>
<td>0.5</td>
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<td>0.6</td>
<td>0.5</td>
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<tr>
<td>6th-9th</td>
<td>1.4</td>
<td>1.2</td>
<td>0.7</td>
<td>0.8</td>
<td>0.9</td>
</tr>
<tr>
<td>9th-12th</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>K-8 / K-12</td>
<td>0.6</td>
<td>0.6</td>
<td>0.6</td>
<td>0.6</td>
<td>0.6</td>
</tr>
</tbody>
</table>
SWPBS and Attendance

ATTENDANCE RATES FOR ALL STUDENTS
BY SW-PBS IMPLEMENTATION LEVELS

- Prep
- Emerging
- Bronze
- Silver
- Gold
- Non-SW-PBS

- 2009-10
- 2010-11
Attendance for Students with IEP

ATTENDANCE RATES FOR STUDENTS WITH IEPs
BY SW-PBS IMPLEMENTATION LEVELS

- Prep
- Emerging
- Bronze
- Silver
- Gold
- Non-SW-PBS

2009-10
2010-11
Positive Behavioral Interventions & Supports: A Framework for Addressing the Social Emotional & Behavioral Needs of All Students

Tim Lewis, Ph.D. & Barbara Mitchell

University of Missouri

OSEP Center on Positive Behavioral Intervention & Supports

pbis.org