Positive Behavior Support at the Elementary Level

Tim Lewis, Ph.D.
University of Missouri
OSEP Center on Positive Behavioral Interventions and Supports
pbs.org

2 Minutes

• With your neighbor, identify an academic subject and the current curriculum you use within that area

2 Minutes

• With your neighbor, identify common social expectations in your school and how you explicitly teach and practice the expectations

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.

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
The Key

*Behavior is functionally related to the Teaching Environment*

Big Ideas

- Build Positive Behavior Support Plans that *teach pro-social “replacement”* behaviors
- Create *environments* to support the use of pro-social behaviors
  1. School-wide
  2. Classroom
  3. Individual student

So What Works?

Evidence/Research-Based Practices

Research-Based Practices

- Academic
  - “Effective instruction”
  - Antecedent / setting modifications
  - Peer tutoring
  - Direct Instruction
  - Self-management targeting academic related skills
  - Opportunities to Respond

Research-Based Practices

- Behavior
  - Environmental modifications and supports
  - Contingent positive performance based feedback
  - Self Management
  - Social Skill Instruction (with maintenance and generalization strategies)
Research-Based Practices

• Related Supports*
  – Comprehensive case management / wrap around
  – Family supports/ parent training

*limited empirical support

Systems

Putting Research-Based Practices In Place

Prevention, Early Intervention and Individualized Student Supports through Positive Behavior Supports

School-wide Positive Behavior Support

SW-PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior

OSEP Center on PBIS

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

Positive Behavior Support

Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

Designing School-Wide Systems for Student Success
**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

**Universals: Non Classroom Settings**

- Identify Setting Specific Behaviors
- Develop Teaching Strategies
- Develop Practice Opportunities and Consequences
- Assess the Physical Characteristics
- Establish Setting Routines
- Identify Needed Support Structures
- Data collection strategies

**Universal Strategies: Classroom**

*Needed at the classroom level...*
- Use of school-wide expectations/rules
- Effective Classroom Management
  - Behavior management
  - Instructional management
  - Environmental management
- Support for teachers who deal with students who display high rates of problem behavior

**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 & function of problem behavior
  - Small group Social Skill Instruction
  - Self-management
  - Academic Support
- Part of a continuum – must link to universal school-wide PBS system

---

**Benton Elementary School**

<table>
<thead>
<tr>
<th>Space</th>
<th>All Settings</th>
<th>Classrooms</th>
<th>Hallways</th>
<th>Classrooms</th>
<th>Bathrooms</th>
<th>Playground</th>
<th>Administrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe</td>
<td>Clearly define expected behaviors. Students are expected to be safe in any setting.</td>
<td>Always be aware of surroundings.</td>
<td>Always be aware of surroundings.</td>
<td>Always be aware of surroundings.</td>
<td>Always be aware of surroundings.</td>
<td>Always be aware of surroundings.</td>
<td>Always be aware of surroundings.</td>
</tr>
<tr>
<td>Rest</td>
<td>Clearly define expected behaviors. Students are expected to be respected in any setting.</td>
<td>Always be prepared to listen.</td>
<td>Always be prepared to listen.</td>
<td>Always be prepared to listen.</td>
<td>Always be prepared to listen.</td>
<td>Always be prepared to listen.</td>
<td>Always be prepared to listen.</td>
</tr>
<tr>
<td>Work</td>
<td>Clearly define expected behaviors. Students are expected to be responsible in any setting.</td>
<td>Always be prepared to speak.</td>
<td>Always be prepared to speak.</td>
<td>Always be prepared to speak.</td>
<td>Always be prepared to speak.</td>
<td>Always be prepared to speak.</td>
<td>Always be prepared to speak.</td>
</tr>
<tr>
<td>Be a member of the team</td>
<td>Clearly define expected behaviors. Students are expected to be a team player in any setting.</td>
<td>Always be prepared to work.</td>
<td>Always be prepared to work.</td>
<td>Always be prepared to work.</td>
<td>Always be prepared to work.</td>
<td>Always be prepared to work.</td>
<td>Always be prepared to work.</td>
</tr>
</tbody>
</table>

---

**Designing School-Wide Systems for Student Success**

- **Academic Systems**
  - Intensive, Individual Intervention
  - High intensity
  - High dosage
  - High response
  - Rapid response
  - Efficient, individual interventions
  - Clear definition of expected behaviors
  - Effective classroom management
  - Academic support

- **Behavioral Systems**
  - Least significant interventions
  - Low intensity
  - Low dosage
  - Low response
  - Slow response
  - Least significant interventions
  - Clear definition of expected behaviors
  - Effective classroom management
  - Academic support

---

**Benton Elementary School**

- **Universal Interventions**
  - All students
- **Targeted Group Interventions**
  - Some students (at-risk)
- **Intensive, Individual Interventions**
  - High intensity
  - Individual Students

---

**Academic Systems**

- **Behavioral Systems**
  - Intensive, Individual Intervention
  - High intensity
  - High dosage
  - High response
  - Rapid response
  - Efficiency
  - High efficiency
  - Some students (at-risk)
  - High Intensity
  - Individual Students

---

**Behavioral Systems**

- **Academic Systems**
  - Least significant interventions
  - Low intensity
  - Low dosage
  - Low response
  - Slow response
  - Least significant interventions
  - Clear definition of expected behaviors
  - Effective classroom management
  - Academic support

---

**Benton Elementary School**

- **Universal Interventions**
  - All students
- **Targeted Group Interventions**
  - Some students (at-risk)
- **Intensive, Individual Interventions**
  - High intensity
  - Individual Students

---

**Academic Systems**

- **Behavioral Systems**
  - Intensive, Individual Intervention
  - High intensity
  - High dosage
  - High response
  - Rapid response
  - Efficiency
  - High efficiency
  - Some students (at-risk)
  - High Intensity
  - Individual Students
Designing School-Wide Systems for Student Success

**Academic Systems**
- Intensive, Individual Interventions
  - High intensity
  - Rapid response
- Targeted Group Interventions
  - High intensity
  - Rapid response
- Universal Interventions
  - All students
  - Preventive, proactive

**Behavioral Systems**
- Intensive, Individual Interventions
  - High intensity
  - Rapid response
- Targeted Group Interventions
  - High intensity
  - Rapid response
- Universal Interventions
  - All students
  - Preventive, proactive

**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

**Why Invest in SW-PBS?**
- Change in school discipline system creates an environment that promotes, teaches, and acknowledges appropriate behavior
- Reduction in problem behavior resulting in less staff time dealing with problems, more student time in the classroom
- Improved academic performance
- Improved social behavior performance
- Improved school safety, mental health connections, and individual interventions

**pbis.org**
- School-wide Positive Behavior Support: Implementers’ Blueprint and Self-Assessment
- Evaluation Blueprint for School-Wide Positive Behavior Support
- Blueprint for School-wide Positive Behavior Support Training and Professional Development

**Big Ideas**
- Build Positive Behavior Support Plans that teach pro-social “replacement” behaviors
- Create environments to support the use of pro-social behaviors
  1. School-wide
  2. Classroom
  3. Individual student

**The Connect Point Across the Continuum**
Classroom Management & Instruction
The Challenge

- Students spend majority of their school day in the classroom
- Majority of "discipline problems" originate in the classroom and often result in removal from instruction
- Remaining engaged in instruction essential to student academic and social success
- "Culture" of education often reinforces ineffective practices and creates barriers to implementing effective practices

Basic Steps

1. Focus on what you want students to do “instead” (replacement behaviors)
2. Look for patterns of behavior that suggest “functional relationships”
3. Teach replacement behavior and provide multiple opportunities to practice
4. Deliver high rates of positive feedback/same similar outcome as problem behavior when students display replacement behavior

Setting up the Classroom Environment

Establishing expectations:
- What do I want my classroom to look like?
- How do I want children to treat me as a person?
- How do I want children to treat one another?
- What kind of information or values do I want to communicate to students about being an adult, an educator, a woman or a man in today’s society?
- How do I want children to remember me when the last day of school ends and I am no longer part of their daily lives?

Bottom line = ask if students have pre-requisite and requisite skills to succeed based on each of the answers – if not, teach and practice

Classroom Essentials*

1. Classroom expectations & rules defined and taught
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised
6. Students are given multiple opportunities to respond (OTR)
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need
Classroom Expectations & Rules

• Mini Modules
  — PPT
  — Handouts
  — Quiz

“Learning Errors”

How are you going to prevent it from happening again?
1. Minors addressed quickly and quietly/privately
2. School wide procedures for majors are followed
3. Upon “return,” debrief and plan to prevent
   1. What does student need?
   2. What can we do to help?

“Appropriate” Responses to Learning Errors

• If student removed from learning environment, create opportunities to teach/practice replacement behaviors
• Natural consequences (is it “punishment” from the student’s perspective)
• Changes within and across environments to promote appropriate behavior

Study Basics

• Subject:
  — Seven years old
  — Identified with EBD and ADHD
• Setting
  — General education 2nd grade classroom with 19 other students
  — One licensed teacher and one student teacher
• Concern
  — Student exhibits high rates of off-task
  — Student shouts out answers and questions and comments at high rates and often inappropriate

A Classroom Example...

Mrs. Muller used to go over a list of her rules on the first day of school.
“Function of Behavior”

- Descriptive (interviews and teacher reported ABC/ Scatterplot data)
  - Function identified as **Attention**
  - Significant antecedents: **multiple step direction and group settings**
  - Very High rates of both problem behaviors reported/ inconsistency in accuracy of data collection

“Environment Assessment”

Significant variables:
- clarity of expectations & directions
- consistency of expectations
- accessibility of class schedules
- lack of enforced procedures (especially regarding to hand raising and verbalizations or entire class)

**MU SW-PBS Tier II Guidebook (pbismissouri.org)**

**Tier 2 System of Support**

Classroom Problem Solving

- Student meets data decision rule
- Classroom teacher completes preliminary forms (documents student progress to date)
- Grade level lead walks team through problem solving process
- Tier II Team partner attends if team is unable to identify patterns leading to intervention or when significant concerns noted
- Plan put in place
- Student progress monitored and reported at weekly meetings
Classroom Problem Solving Process

- Develop intervention based on function of behavior
  - Environment changes
  - Student skills to teach/practice/reinforce

- Monitor progress
  - Same data that brought them to your attention
  - Problem and Appropriate behavior
  - Teacher observations

---

**Antecedent Intervention Examples**

**Function**

<table>
<thead>
<tr>
<th>Function</th>
<th>Intervention Strategies</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>deficit</td>
<td>✌️ Schedule daily with student</td>
<td></td>
</tr>
<tr>
<td>deficit</td>
<td>✌️ Have adult provide periodic attention</td>
<td></td>
</tr>
<tr>
<td>increase</td>
<td>✌️ buddy meeting with teacher</td>
<td></td>
</tr>
<tr>
<td>increase</td>
<td>✌️ Behavior plan</td>
<td></td>
</tr>
</tbody>
</table>

**Antecedent Function/Pay Off (stimulus to maintain behavior)**

<table>
<thead>
<tr>
<th>When...</th>
<th>What Happens (Teacher does)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher provides instruction</td>
<td>Reward for appropriate behavior</td>
</tr>
</tbody>
</table>

**Problem Behavior Response**

<table>
<thead>
<tr>
<th>What...</th>
<th>How This Happens (Student does)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates inappropriate behavior</td>
<td>Reward for appropriate behavior</td>
</tr>
</tbody>
</table>

**Social Functioning**

- Social Interests
- Social Interactions
- Social Competencies
- Social Relationships

---

**Parkade Elementary**

- Meet weekly rotating between academics and social behavior
- Discuss students who meet data decision criteria
- Use function base decision making
- Collaborate and generalize for similar students' behavior and function
Understanding the Function of Behavior

Individual Student PBS Plans

Essential Steps to Individual PBS Plans

1. Request for assistance/Noted concern
2. Operationally define problem/replacement behavior
3. Background/archival data/data collection/Environmental Assessment
4. Functional Behavioral Assessment
   - Indirect measures
   - Direct observation
5. Develop hypothesis regarding function of problem behavior
6. Develop a PBS plan
   - Social skill instruction
   - Self management
   - Environmental modifications
7. Implement, Monitor and Evaluate progress

When To Conduct a Functional Assessment

- When student exhibits patterns of challenging behavior
- When a change in placement is made as a result of a school “discipline” procedure
- When current behavioral intervention plan is not changing the pattern and/or outcome of behavior

FBA Basics

- Behavior is functionally related to the teaching environment
- It is learned based on desired outcomes
  - To Get
  - To Avoid
- Behavior is maintained by outcomes

Determining the Function

- Examine:
  - Events that happen prior to school/class (Setting Events)
  - Events that prompt behavior (Antecedent)
  - Events that follow behavior (Consequence)
Antecedents

- Events that trigger or prompt a behavior
- The student can predict the outcome of the behavior when the cue is present
- What is happening before the behavior occurs?
  - Classroom environment
  - Academic activities
  - Transition

Consequences

Events that follow a behavior

1. The environment “gives” something to the student and the student maintains or increases the behavior = what is being given is reinforcing to the student
2. The environment removes the student from an activity or situation and the behavior maintains or increases = the event the student is avoiding is aversive to the student

FBA: Indirect

- Interviews
- Student behavior rating scales
- Environmental Assessment
- Record Review

Indirect: Record Review

- Attendance
- Health history
- Assessment data
- Previous educational functioning
- Onset of current problems
- Discipline referrals
- Past services or interventions
  - Effectiveness

Indirect: Classroom Assessment

- Physical Space
- Teacher Practices
- Organization
- Routines
- Behavior Management

FBA: Direct

Direct Observation
  - ABC
  - Functional Analysis
  - Structural Analysis

Informally as Part of Tier II process
To “Get” or “Avoid”

- Things student might get or acquire from behavior:
  - Attention
  - Something tangible
  - Access to preferred activities
  - Sensory stimulation
- Things students may avoid
  - Attention from adults or peers
  - Work tasks
  - Responsibilities
  - Sensory stimulation

Developing a Hypothesis

- When this occurs (setting condition) __________
- The student does (problem behavior operationally defined) __________
- To get/avoid __________

FBA-BIP/PBS-IEP

- Present Level
  - Hypothesis & supporting data
  - Dynamic – need to reassess when significant changes in environment
- Goals & Objectives
  - Target replacement behavior
  - Conditions in which FBA targeted
  - Measurable criteria
- Teaching plan separate from IEP

Key Features of Successful Plans

- Behavior within objective based on a “functionally equivalent” replacement
- Supplemental teaching plan clearly delineates
  - What environment changes should be made
  - What adults will do when replacement behavior displayed (Same/Similar Function!!)
  - What adults will do if problem behavior displayed
    (Not feed function)

Final Thoughts

1. “It’s just behavior”

It’s not personal... students engage in problem and appropriate behaviors to get needs met
2. Behavior is learned

What you see is the result of risk factors within children’s past learning history (poverty, disability, academic failure, language, culture…)

3. Research continues to demonstrate the most effective strategies are instruction based

- Teach “what you want them to do instead”
- Focus on academic and social success in terms of linear growth, not absolute

4. Pause, step back, & smile

The most effective strategies will fail to impact students in the absence of sincerity, respect, and obvious joy in teaching