RTI & School-wide PBIS: How to prevent and respond to problem behavior

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www.eep123.org

Presentation Objective
Discuss the following key concepts:
• 1. What do schools typically do for behavior management?
• 2. Why reactive and punitive strategies alone do not yield positive results?
• 3. What can be done to supplement a typical reactive punitive approach to discipline?
• 4. Provide examples from schools that have implemented a proactive positive approach?
• 5. How your school(s) can improve their behavior management practices?

Training Behavioral Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>TRAINING SITE</th>
</tr>
</thead>
</table>
| BE RESPONSIBLE | ♦ Make yourself comfortable & take care of your personal needs  
♦ Address question/activity from presentation in group time before discussing “other” topics |
| BE RESPECTFUL | ♦ Turn cell phones and other electronic devices “off” or to “vibrate”  
♦ Pass written notes. Step outside to take phone calls or text message |
| BE PREPARED | Ask questions when something is unclear |

Program vs. Framework
• School-wide Positive Behavior Support and Response to Intervention(RtI) are not programs, but frameworks for designing and implementing proactive and preventative interventions.
6 Components of School-wide PBIS

1) Select and define expectations & routines (OAT)
2) Teach behavior & routines directly (in all settings)
3) Actively monitor behavior (MIS)
4) Acknowledge appropriate behavior
   Predictable/Intermittent/Long-term
5) Review data to make decisions
6) Correct behavioral errors
   Pre-correction/Boosters/De-escalation/FBA

What is your Mission? (or, so what did you expect?)

• What are your schools expectations?
  – Please provide an example of an expectation for all students.
• A problem can be defined as the difference between what you expect and what actually occurs.
• Many problems can be avoided by simply clarifying one’s expectations.

Survey of Respectful Behavior

• Participants
  – 2850 middle & high school students
  – Chicago, IL, Hammond, IN, Houma, LA & Webster, MA
  – Approximately 76% of students across the schools surveyed receive free or reduced lunch
• Survey asked students, “What are some ways that teachers show you respect?”

Survey Process

• Administered to each student through their English class.
• Asked to provide 3 responses to the following question:
  – “How does a teachers show you respect?”
• Instructions stated that “respect” should be defined in terms that are observable and acknowledgeable.
Top 12 Answers

• Of the over 3800 responses, the ones listed were written by 200 students or more.
• 1. Talk privately to students when a problem occurs
   - (Does not embarrass me in front of my friends).
• 2. Use a calm tone of voice, even when they are upset. (No yell)
• 3. Respect personal space
   - (Don't touch, grab, eyeballing, crowd)

Top 12 Answers (continued)

• 4. Listen without interrupting.
• 5. Have a sense of humor.
• 6. Display student work around the classroom/school.
• 7. Makes learning fun/ Prepares exciting lessons. (good instruction)
• 8. Let parents/guardian know student did a good job sometimes (see a balanced picture).

Top 12 Answers (continued)

• 9. Use student's name when talking to them or address me as Ma’am or Sir
• 10. Be available during non-classroom times
• 11. Return work promptly/ Let’s me know how I’m doing (provides feedback)
• 12. Smiles or says hello when I come to class

• Worth noting: Acknowledge birthday received multiple mentions.

How do you Address Behavior in Your School?

• Please identify 2 or 3 strategies your school currently uses for managing behavior.
• Do these strategies work?
• Are these strategies reactive or proactive?
Typical Strategies Currently Used to Address School-wide Behavior Management

• Clamp down on rule violators.
  – The Holy Trinity
    • Detention, Suspension, & Expulsion (Gorevic & March, 2000)
• Review rules & sanctions
• Extend continuum of aversive consequences
• Improve consistency of use of punishments
• Establish “bottom line” or zero tolerance policy

Effectiveness of Corporal Punishment

• Features of Corporal Punishment
  – Requires no training or skill merely superior physical strength
  – Provides an outlet for punishers anger and frustration
  – Can be administered quickly
• Effectiveness of Corporal Punishment
  – Can suppress but not eliminate problem behavior
  – Decreases interest and commitment to school (Short, short, & Blanton, 1994)

Features of Typical Reactive Responses

• Wait for problem and respond with punishment.
• In other words, when we experience aversive situation we select interventions that;
  • Produce immediate relief from aversive, in other words, remove the problem!
  • Assign responsibility for change to student &/or others (e.g. an administrator)
    – e.g. Having administrator call home instead of speaking directly with the child’s care giver.

Problems with Reactive Strategies

• Punishment alone will not lead to durable change in behavior (Gresham, 1994)
• Reactive strategies that rely primarily on punishment assume that individual know what is expected, how to do it, and are properly motivated. Unfortunately it fails to teach the expected behavior. (Horner & Sugai 1998)
• Some forms of punishment may actually be rewarding and maintain problem behaviors. (Gresham, 1994; March & Horner, 2002)
The Challenge

• Exclusion and punishment are the most common responses to conduct disorders in schools.
  – Lane & Murakami, (1987)
  – Nieto, (1999)

• Exclusion and punishment are ineffective at producing long-term reduction in problem behavior
  – Costenbader & Markson (1998)

• 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
  – March & Horner, 2002

The Challenge

Schools that are Least Effective in Supporting Students with Problem Behavior

• Have unclear and/or negative behavioral expectations.
• Have inconsistent implementation of consequences for problem behavior.
• Lack agreement among staff on behavioral expectations and consequences
• Do not accommodate individual student differences
  – Gottfredson, Gottfredson, Mayer, 1995
  – Mayer, Butterworth, Naftokitis, & Sulzar-Azaroff, 1983

Research Findings

• The same research reviews indicate that the most effective strategies for preventing problem behavior in school:
  – Clear and Positive Behavioral Expectations
  – Expectation are taught and acknowledged
  – Staff are trained in supervision skills
  – Individual Behavior Plans linked to School-wide Expectations

  × Gottfredson, 1997
  × Elliot, Hamburg, & Williams, 1998
  × Sprague & Smith, 2005
  × Csiqin et al, 1997
So what do you expect?

- A problem can be defined as the difference between what you expect and what actually occurs.
- Many problems can be avoided by simply clarifying one’s expectations.
- What are your schools expectations?
  - Please provide an example of an expectation for all students.
  - Now define your expectation in terms that are observable, acknowledgeable, and teachable.

School-wide Positive Behavior Support

- School-wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors
  - Clearly defined outcomes
  - Research-validated practices
  - Supportive administrative systems
  - Use of information for problem solving

Features of School-wide Positive Behavior Support

- Establish regular, predictable, positive learning & teaching environments.
- Train adults & peers to serve as positive models.
- Create systems for providing regular positive feedback.
  - Acknowledge students when they are “doing the right thing”.
- Improve social competence.
- Develop environments that support academic success.

  * Sugai 2001

Practices and Systems for School-wide Positive Behavior Support

- **Practices (What)**
  - Define expectations
  - Teach expectations
  - Monitor expected behavior
  - Acknowledge expected behavior
  - Correct behavioral errors (continuum of consequences)
  - Use information for decision-making
- **Systems (How)**
  - Admin Leadership
  - Team-based implementation
  - Defined commitment
  - Allocation of FTE
  - Budgeted support
  - Development of decision-driven decision-driven information system
6 Components of School-wide PBIS

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Define School-wide Expectations for Social Behavior

- Identify 3-5 Expectations
- Short statements
- Positive Statements (what to do, not what to avoid doing)
- Memorable
- Examples:
  - Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend,
    Be-there-be-ready, Hands and feet to self, Respect self, others, property, Do your best, Follow directions of adults

<table>
<thead>
<tr>
<th>Settings</th>
<th>CLASSROOM</th>
<th>GYM</th>
<th>HALLWAY</th>
<th>PLAYGROUND</th>
<th>BUS AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations 1</td>
<td>Follow directions</td>
<td>Follow directions</td>
<td>Walk</td>
<td>One minute rule for sharing equipment</td>
<td>Hands and feet to self</td>
</tr>
<tr>
<td></td>
<td>Be Safe</td>
<td>Be Respectful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectations 2</td>
<td>Raise your hand to talk</td>
<td>Follow rules of the game</td>
<td>Hands and feet to self</td>
<td>Wait for your turn</td>
<td>Hands and feet to self</td>
</tr>
<tr>
<td></td>
<td>Be Respectful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectations 3</td>
<td>Bring books and pencils to class</td>
<td>Participant</td>
<td>Keep books, belongings and area off floor</td>
<td>Stay within the recess area</td>
<td>Keep your books and belongings with you</td>
</tr>
<tr>
<td></td>
<td>Be Responsible</td>
<td></td>
<td></td>
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</tbody>
</table>
What Makes School-wide Support Different? You Will Actually Teach Your Behavioral Expectations

- Transforming broad school-wide expectations into specific, observable behaviors.
  - Use of the Expectations by Settings Table (see example of the “Matrix” on the following slides)
- Teaching expectations in the actual settings where behaviors are to occur
- Teaching (a) the words, and (b) the actions.
- Building social cultures that are predictable, and focused on student success.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>HALL</th>
<th>GYM</th>
<th>COMMONS</th>
<th>BUS</th>
<th>OFFICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td></td>
<td></td>
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<tr>
<td>Be Responsible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be-There Be-Ready</td>
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<td></td>
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</tr>
<tr>
<td>Follow Directions</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Hands and Feet to self</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLASS</td>
<td>HALL</td>
<td>GYM</td>
<td>COMMONS</td>
<td>BUS</td>
<td>OFFICE</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Positive comments to each other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Walk on Right</td>
<td></td>
<td>Wear Soft-Soled Shoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be-There Be-Ready</td>
<td>Get to Class on Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow Directions</td>
<td></td>
<td>Stop play when asked</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hands and Feet to self</td>
<td>Keep hands and feet to self</td>
<td></td>
<td></td>
<td>Hand holding only</td>
<td></td>
</tr>
</tbody>
</table>

Teaching Behavioral Expectations

Define the Expectation in terms that are observable:
Provide a Rationale for why behavior is important:
Teach the Critical Discrimination:
  - Demonstrate Appropriate Behavior
  - Demonstrate Unacceptable Behavior
Practice telling the difference with multiple examples
If there is a “signal” teach the signal (when should the appropriate behavior occur?)
Teach for Fluency?
How will this skill be monitored and acknowledged?
Acknowledgement:
Another Critical feature of School-wide Behavior Support

• What formal methods does your school have for acknowledging students who “do the right thing”?

• How frequently are students acknowledged?

Self Assessment

• How does your staff feel about acknowledging students?
• How many classrooms use acknowledgment systems?
• What do your students find reinforcing?
• What does your staff find reinforcing?
• What does your data say?

Ma’am Guidelines

• M Motivating
  – Have you asked the kids what they would like?
  – Do they seem interested in your reinforcer?

• A Accessible
  – Is it available inside your building. In other words, do you have drive somewhere to get it? If so, it is not truly accessible.

• A Acceptable
  – Do you and your colleagues agree on what will be utilized?

• M Mission
  – Does your acknowledgement align with your

SWAB Student Data: Acknowledgment Systems

| Lead pledge of allegiance in class
| Pass to front of lunch line
| Call home to say good job
| One day extension on homework
| Eat lunch with preferred adult
| Sit in my teachers chair for one lesson |
On-going Recognition of Appropriate Behavior

- The faculty and staff members at effective schools acknowledge appropriate behavior frequently.
  - 5 to 1 ratio of positive to negative contacts
- Have systems that makes acknowledgement easy and simple for students and staff.
- Use different strategies for acknowledging appropriate behavior
  - Classroom-wide announcements
  - Raffles
  - Open gym

How to Avoid the “Good Job Syndrome”

Be specific and detailed when providing students any type of positive reinforcement.

Be sure to specifically tell the student what he or she did to earn the reinforcer and why their positive behavior was important.

For example, instead of just saying “Excellent job, John.” you should say “John, excellent job on lining up quietly.”

Arguing with a kid is like mud wrestling with a pig...
You both get dirty,

But the pig loves it!

School-wide Behavior Support Means: You do not ignore problem behavior

- Continue to discourage and monitor problem behaviors
  - Office Discipline Referral Forms (SWIS.org)
- Clear guidelines for what is handled in class versus sent to the office
- Prevent problem behaviors from being rewarded.
- Understand that negative consequences do NOT change behavior patterns. Negative consequences are merely a way to “keep the lid on.” Teaching is what changes behavior.
### Use Readily Available Information to Make Decisions

- Three primary types of information (AKA data) can be used:
  - A) archival records
  - B) survey/interviews
  - C) direct observations

- School-Wide Information System (SWIS) is a web-based application that allows schools to efficiently organize and interpret their office discipline data.

### How to determine if a Culture of Competence Exists in Your School

- You can identify the behavioral expectations within 5 min of entering your school.
- **Students state the behavioral expectations**
  - Ask 10 randomly selected students
- **Students are recognized for appropriate behavior**
  - Ask 10 randomly selected students if they have been acknowledge for appropriate behavior in past week.

### How to determine if a Culture of Competence Exists (cont.)

- Faculty, staff and families know behavioral expectations
  - Faculty and staff know expectations
  - Substitute teachers know expectations
  - Families know expectations
- **Student to Student interactions reflect expectations**
  - Students prompt and support behavioral expectations
- **Physical environment is cared for**
- **Students approach adults**

### Main Ideas:

**Foundations of School-wide Positive Behavior Support**

- Emphasize behavior of educators individually & collectively.
- Build multi-level behavioral supports.
- Give priority to agenda of primary prevention.
Efficient Organization & Systems of Support

- Combine rather than add initiatives
- Different systems for different challenges
  - The need for continuous self-assessment
- Link behavioral and academic outcomes
- No new resources required
  - for school-wide

Efficient Organization & Systems of Support

- “The typical school operates 14 different prevention activities concurrently, and the typical activity is implemented with poor quality.”
  - Gottfredson, Gottfredson, Czeh, Cantor, Crosse & Hantman, 2000

What This Means

- Let’s look at our schools from a systems perspective,
  - This will give insights into where we should start intervening.
- Then, ask ourselves, how each system, school-wide, classroom, non-classroom, and/ or individual students systems of support, can be strengthened?

Designing an effective school-wide behavior support plan

- Sharing with full staff
  - Present overview of PBS systems approach to staff
  - Distribute & collect EBS survey, aggregate & report back
  - Ask for other feedback re: behavior, discipline, teams, etc.
- Review existing initiatives & teams
  - Form a school-wide behavior leadership team or utilize an existing team
  - Designate 1 or 2 members to be Coach or Co-Coach
- Select 3-5 positively-stated behavioral expectations
  - Define the expected behaviors for each setting in the school (Matrix)**
  - Write lesson plans for teaching the expected behaviors - drafted**
  - Make a plan for when, who, and how the lessons will be taught - drafted**
- Review current data systems
  - Review/Design a office discipline referral form that provides useful information
  - Discuss what questions you need answered
  - Brainstorm what data sources may answer those questions
Getting Your Plan Going…

• Teach your school-wide expectations to all students.
  – Define the expected behaviors for each setting in the school.
  – Write lesson plans for teaching the expected behaviors.
  – Make a plan for when, who, and how the lessons will be taught.
• Clarify behaviors that should be reported to the office versus handled in the classroom.
• Report data that is meaningful.
  – Designing a new office discipline referral form.
• Developing a systematic way for reviewing and reporting data.
  – Example is use of the School-Wide Information System (SWIS)
  – Establish a team to review and report the data on a regular basis.

Additional Resources


Response to Intervention: Behavior Support Courses
These courses cover specific strategies for designing environments in which
• a) Learning and teaching are valued, and aggressive, unsafe behavior are
discouraged.
• b) Respect, responsibility, cooperation, and other highly valued character traits
are taught and encouraged.
• c) Individual differences are valued and respected rather than criticized.
• d) The education of students with disabilities can be supported more effectively.
• e) The teaching of fundamental skills (e.g., reading, math) can be maximized.

* These courses are offered through a partnership between Effective Educational
Practices & Seattle Pacific University and are NCATE accredited.

WEB RESOURCES (cont.)

Colorado Center for Violence Prevention
http://www.colorado.edu/cspv/blueprints/index.html

Hamilton Fish Institute on Violence Prevention
http://www.violencepreventionforum.com/

Institute on Violence and Destructive Behavior
http://darkwing.uoregon.edu/~ivdb/

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