

School-wide Behavior Support: Proactive Strategies for Creating Effective Learning Environments

by

Robert E. March, Ph.D.

Kimberli Breen, MS, CAS

www.successfulschools.org

Presentation Objective

- To describe and define the role of various stakeholders, including educators, administrators, families, and communities, in a **systems approach** to School-wide Positive Behavior interventions & supports (SW-PBS & EBS)
 - Context
 - Definition & elements
 - Implementation features
 - Roles of various educators

Program vs. Framework

- Positive Behavior Support is not a *program*, but a framework for designing and implementing proactive and preventative interventions.
- Like the Life Space Crisis Intervention Model, PBS can provide;
 - Understanding the situation
 - Motivation to change
 - Belief in self colleagues ability to make change happen

Training Behavioral Expectations

<u>EXPECTATION</u>	<u>TRAINING SITE</u>
BE RESPONSIBLE	<ul style="list-style-type: none">◆ Make yourself comfortable & take care of your needs◆ Address question/activity in group time before discussing “other” topics
BE RESPECTFUL	<ul style="list-style-type: none">◆ Turn cell phones, beepers, and pagers “off” or to “vibrate”◆ Pass notes
BE PREPARED	Ask questions when something is unclear.

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

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

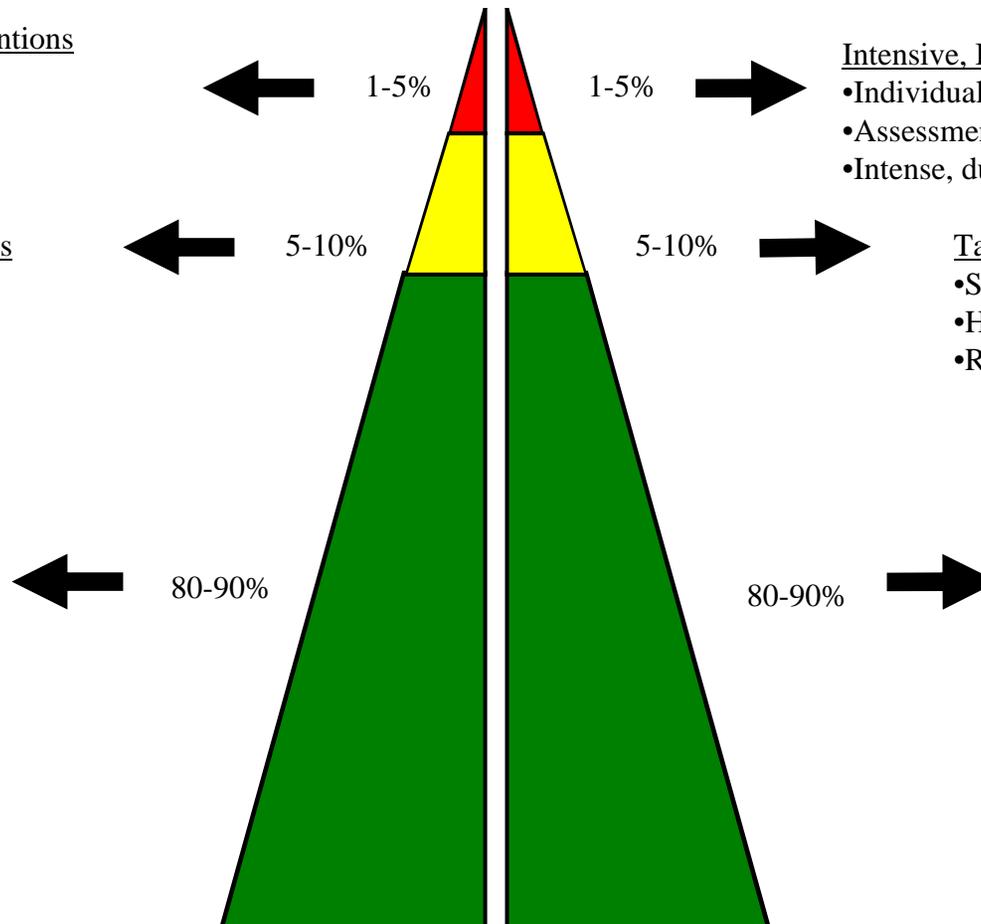
- Individual Students
- Assessment-based
- Intense, durable procedures

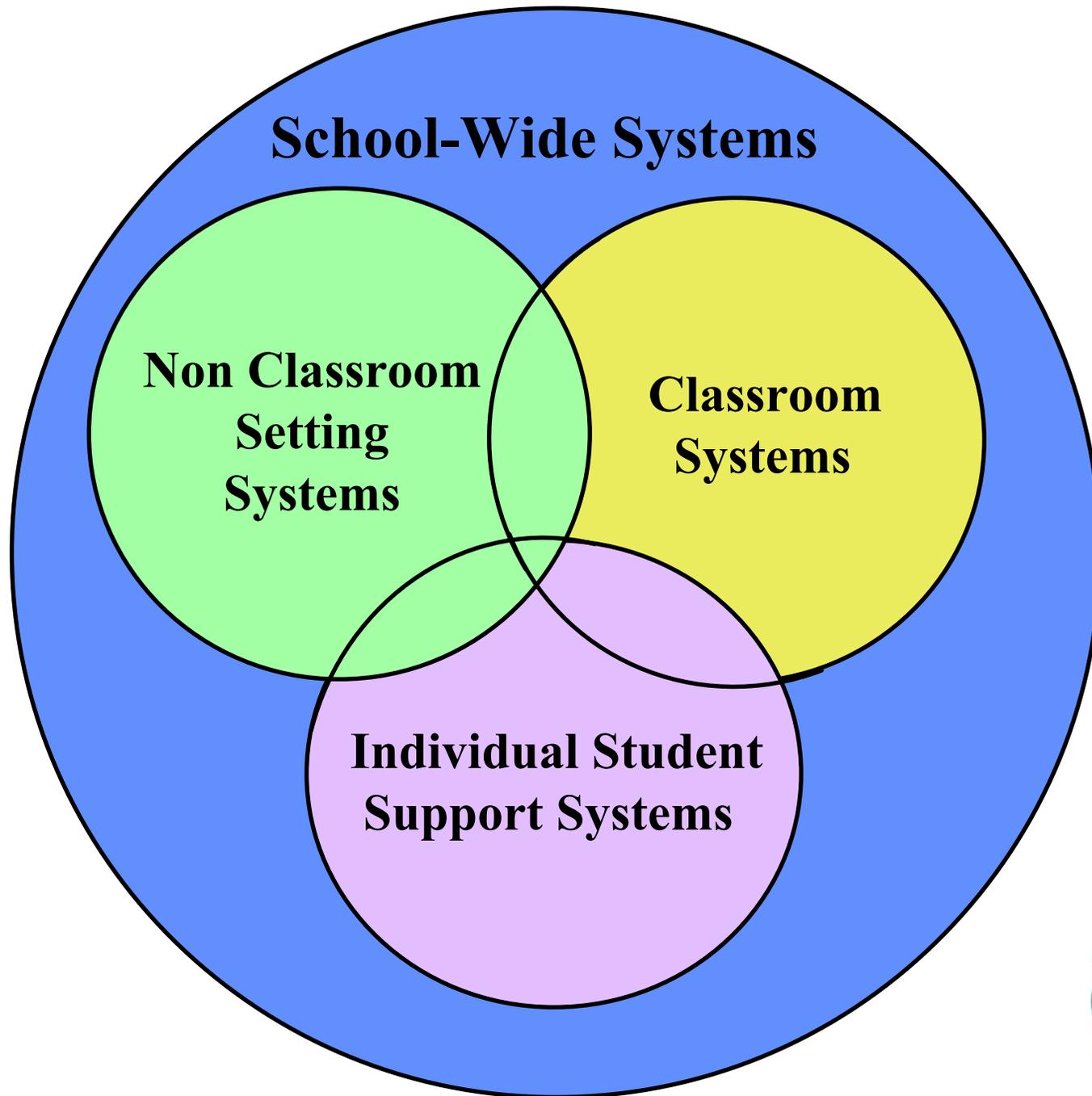
Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive





School-Wide Systems

**Non Classroom
Setting
Systems**

**Classroom
Systems**

**Individual Student
Support Systems**

Survey of Respectful Behavior

- **Participants**
 - 980 middle school students
 - Chicago, IL
 - Approximately 63% of students at school 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:
 - **“What are some ways that teachers show you respect?”**
- Instructions stated that “respect” should be defined in terms that are observable and acknowledgeable.

Top 12 Answers

- Of the over 2900 responses, the ones listed were written by 50 students or more.
- 1. Talk privately to students when a problem occurs.
- 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. Prepare exciting lessons.
- 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
 - 10. Be available during non-classroom times
 - 11. Return work promptly
 - 12. Talk sincerely - no sarcasm or “eye rolling”
-
- 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*

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. (Braaten, 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 1999)
- Some forms of punishment may actually be rewarding and maintain problem behaviors.

(Gresham, 1991; March & Horner, 2002)

The Challenge

- Exclusion and punishment are the most common responses to conduct disorders in schools.
 - Lane & Murakami, (1987)
 - Rose, (1988)
 - Nieto, (1999)
- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior
 - Costenbader & Markson (1998)

The Challenge

- 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

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, Nafpaktitis, & Sulzar-Azaroff, 1983

Research Findings

- The same research reviews indicate that the **most effective** responses to school violence are:
 - Clear and Positive Behavioral Expectations
 - Academic Restructuring
 - Social Skills Training
 - Individual Behavior Plans
 - » Gottfredson, 1997
 - » Elliot, Hamburg, & Williams, 1998
 - » Tolan & Guerra, 1994
 - » Lipsey, 1991; 1992

Research Findings

- The same research reviews indicate that the **most effective** responses to school violence are:
 - Clear Behavioral Expectations
 - Academic Restructuring
 - Social Skills Training
 - Individual Behavior Plans
 - » Gottfredson, 1997
 - » Elliot, Hamburg, & Williams, 1998
 - » Tolan & Guerra, 1994
 - » Lipsey, 1991; 1992

Practices and Systems for School-wide Positive Behavior Support

- **Practices (What)**

- **Select & 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 information system**

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

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.

General Recommendations for Improving Schools

- Adopt primary prevention agenda
 - Create positive school climates by clarifying and defining your expectations in positive terms.
 - Identify and serve children at-risk for school failure.
- (March & Horner 2002)
- Increase academic success
 - Focus on mastery of basic skills.
 - Use instructional, curricular, and environmental practices supported by research.

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 information system

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

Settings

EXPECTATIONS						
1.						
2.						
3.						
4.						

	CLASSROOM	GYM	HALLWAY	PLAYGROUND	BUS AREA
Be Safe	Follow directions	Follow directions	Walk Open doors slowly	Go up ladders and down slides	Wait behind the red line
Be Respectful	Raise your hand to talk Hands and feet to self.	Follow rules of the game Return equipment at bell	Hands and feet to self	One minute rule for sharing equipment Wait for your turn	Hands and feet to self
Be Responsible	Bring books and pencil to class. Do homework	Participate	Keep books, belongings and litter off floor	Stay within the recess area	Keep your books and belongings with you

	CLASS	HALL	GYM	COMMONS	BUS	OFFICE
Be Respectful						
Be Responsible						
Be-There Be-Ready						
Follow Directions						
Hands and Feet to self						

	CLASS	HALL	GYM	COMMONS	BUS	OFFICE
Be Respectful	Positive comments to each other	Talk Quietly	Share			Use white phone to call home
Be Responsible	Have books and pencil	Walk on Right	Wear Soft-Soled Shoes			Sit quietly
Be-There Be-Ready	Get to Class on Time	Get to Class on Time				
Follow Directions			Stop play when asked			
Hands and Feet to self		Keep hands and feet to self		Hand holding only		

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.

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?

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

Sprick 1998, Walker, Ramsey, & Colvin 1995

- 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

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

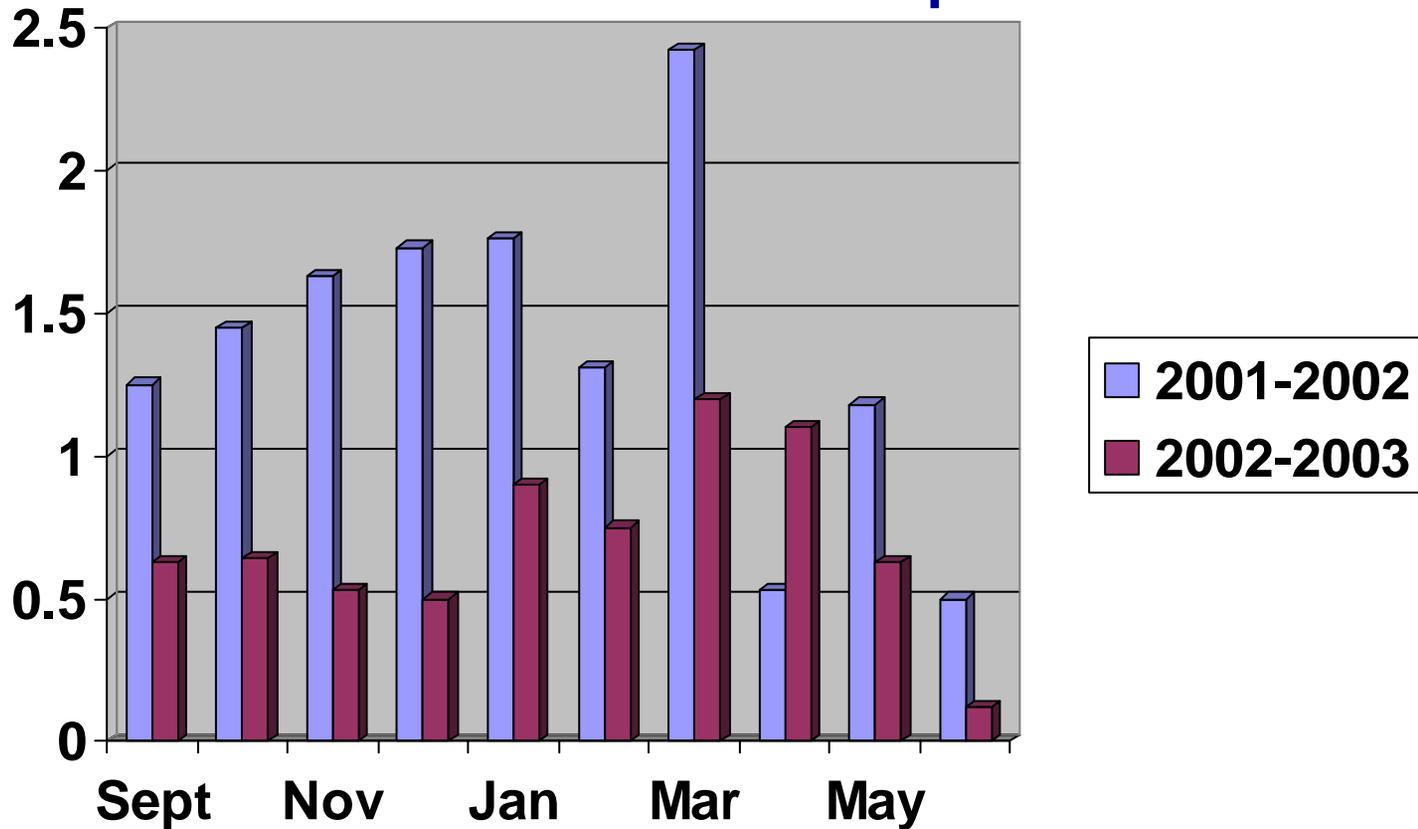
- Continue to discourage and monitor problem behaviors
 - Office Discipline Referral Forms (SWIS.org)
- Clear guidelines for what is handled in class versus sent to the office
- Prevent problem behaviors from being rewarded.
- Understand that negative consequences do **NOT** change behavior patterns.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

Use Readily Available Information to Make Decisions

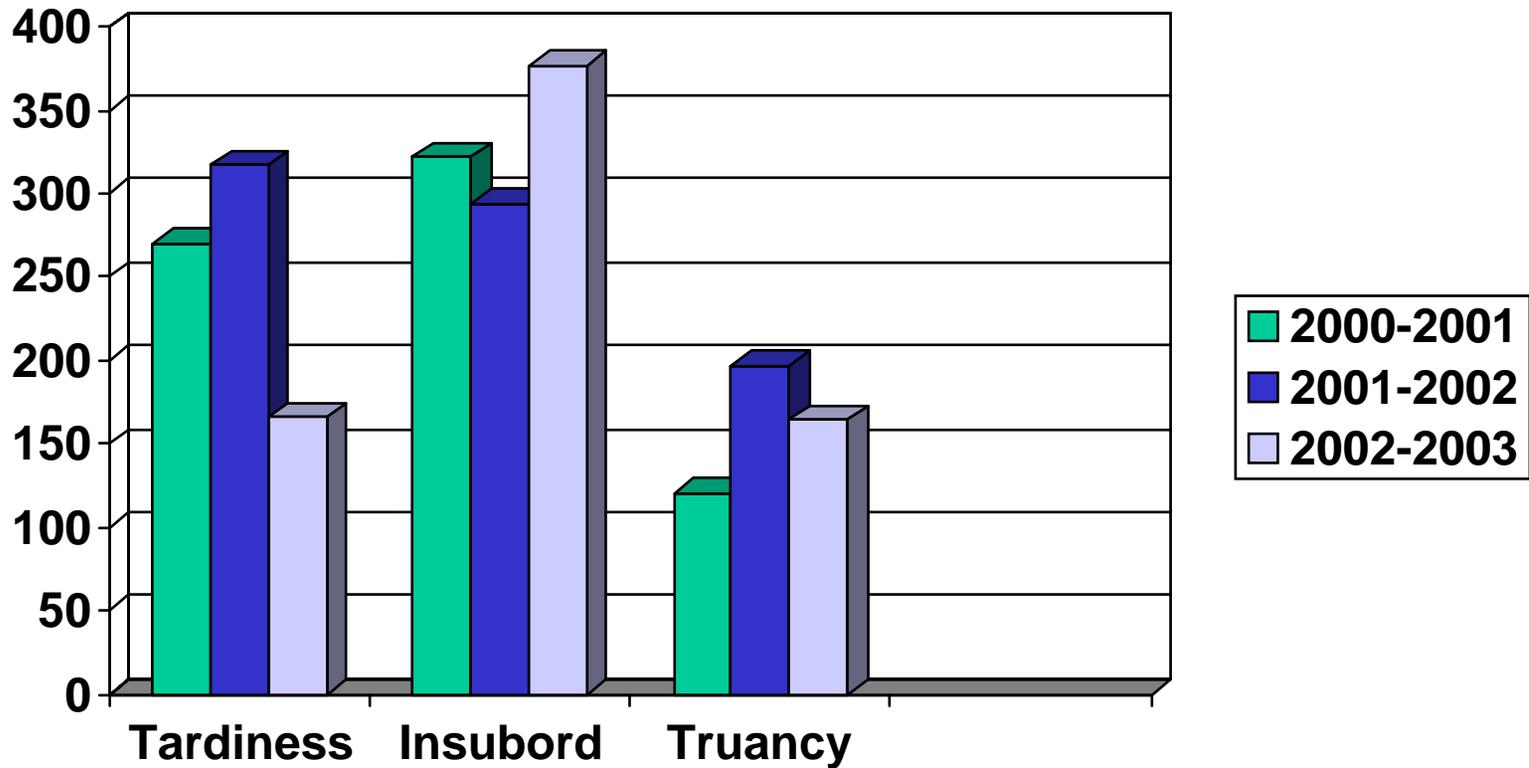
- Three primary types of information (AKA data) can be used;
 - A) archival records
 - B) survey/interviews
 - C) direct observations
- School-Wide Information System (SWIS) is a web-based application that allows schools to efficiently organize and interpret their office discipline data.

LES Bus Referrals Per Day Per Month

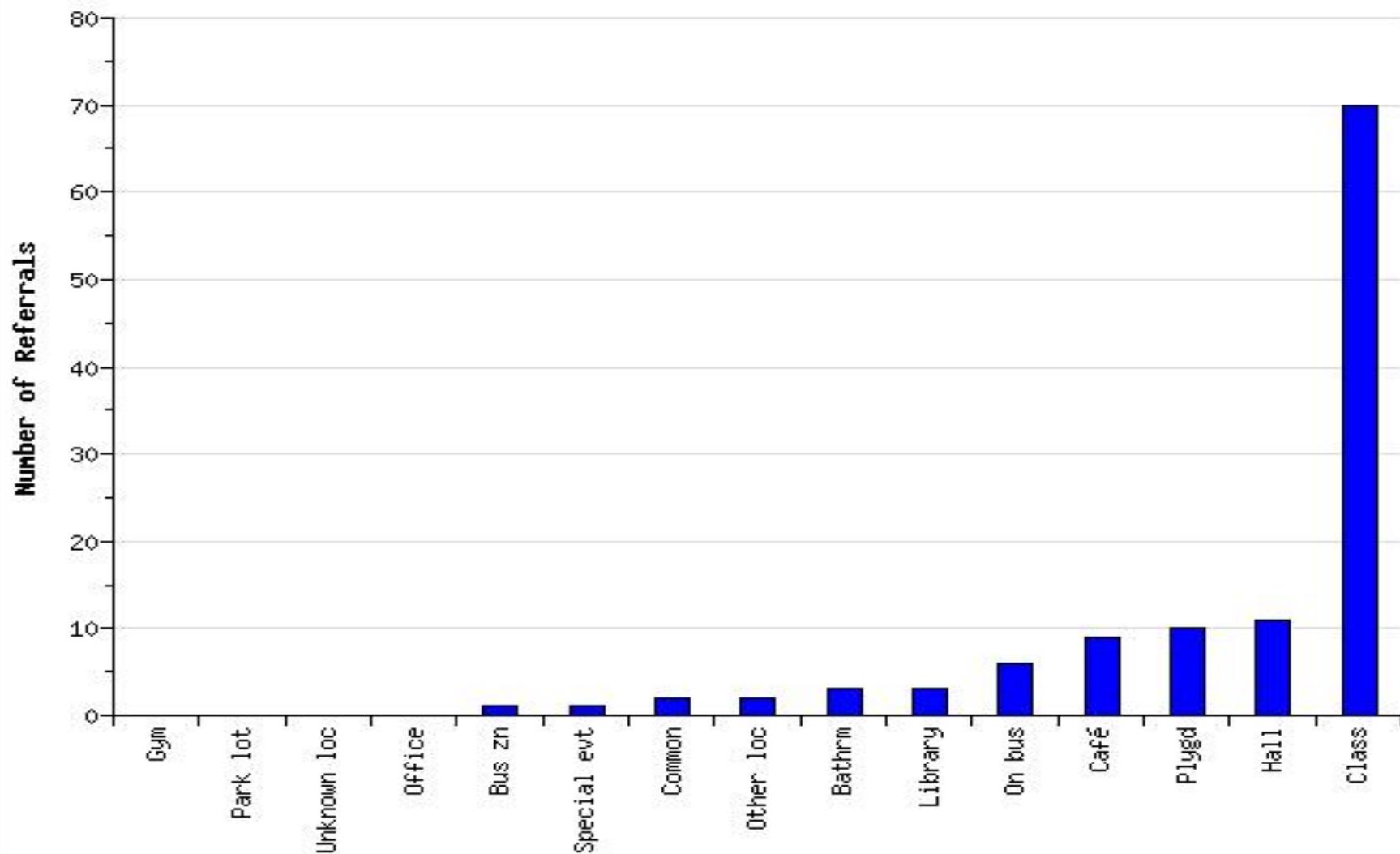
01-02 to 02-03 Comparison



Infractions - School Central Region NY- HS

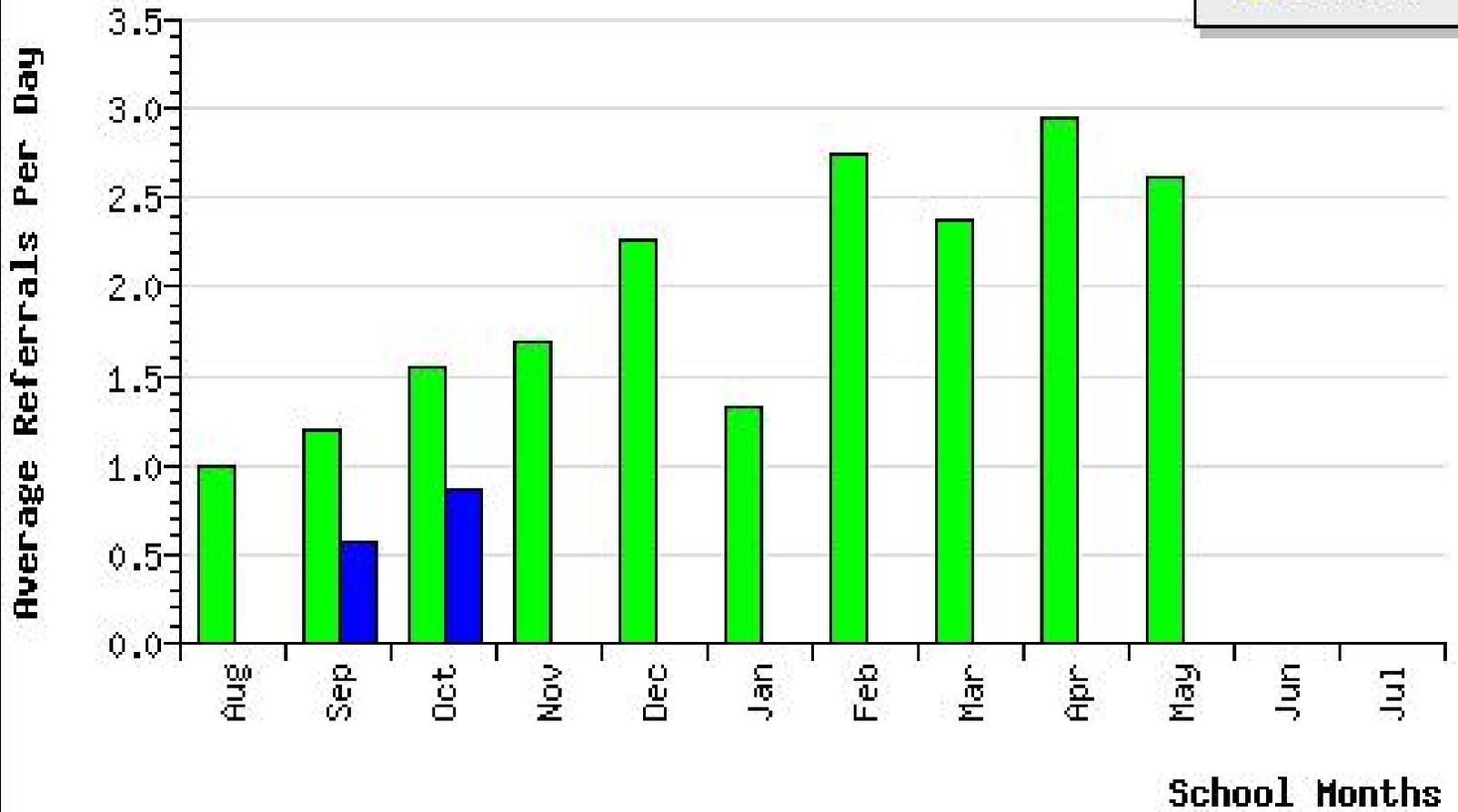


Custom Graph - Referrals By Location



Average Referrals Per Day Per Month

■ 2002-03
■ 2003-04



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

Working Smarter

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID/ etc
Attendance Committee					
Character Education					
Safety Committee					
School Spirit Committee					
Discipline Committee					
DARE Committee					
EBS Work Group					

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?

Next Steps: Preparing for school-wide behavior support

- **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 teams (IST, CST, Character Ed., etc.)**
 - Complete “Working Smarter” worksheet (if helpful)
 - Form leadership/PBS team (or decide on existing team)
 - Designate 1 or 2 members to be Coach (& Co-Coach if desired)
- **Select 3-5 positively-stated behavioral expectations**
 - Define the expected behaviors (rules) 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 new office discipline referral form**
 - Discuss what questions you need answered
 - Brainstorm what data sources may answer those questions

Getting Your Plan Going...

- Determine the small number of positively expected behaviors that will be defined and taught.
 - 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.

WEB RESOURCES

Intervention Central

www.interventioncentral.org

*Lots of practical interventions for classrooms and
planning for individual students*

National Center Positive Behavior Support

www.pbis.org

Oregon Research Institute

www.ori.org

Great info on support for families you serve

Oregon Social Learning Center

www.oslc.org

Focus on community-based interventions

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/>

Additional Resources

Clark, R. (2003) *The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child*: Hyperion.

Colvin, G. & Lazar, M. (1997). *The effective elementary classroom: Managing for success*. Longmont, CO: Sopris West.

Cotton, K. (1990). *School-wide and classroom discipline, School improvement research series, : Close-Up #9*. Portland, OR: Northwest Regional Educational Laboratory.

Doll, B., Zucker, S., Brehm, K. (2004) *Resilient Classrooms: Creating Healthy Environments for Learning*. New York: Guilford Press.

Additional Resources

Emmer, E.T., Evertson, C.M., Clements, B.S., & Worsham, M.E. (1994). *Classroom management for secondary teachers* (3rd Ed.). Boston, MA: Allyn & Bacon.

Kame'enui, E. & Darch, C. (2003) *Instructional Classroom Management: A Proactive Approach to Behavior Management* (2nd Ed.) Prentice Hall

Sprick, R., Garrison, M., & Howard, L. (1998). *CHAMPs: A proactive and positive approach to classroom management*. Longmont, CO: Sopris West

Additional Resources

- Walker, H., Colvin, G., & Ramsey, E. (1995). *Antisocial behavior in schools: Strategies and best practices*. Pacific Grove, CA: Brooks/Cole
- Weinstein, C.S., & Mignano, Jr., A.J. (2002). *Elementary classroom management (3rd Ed.)* Boston, MA: McGraw-Hill.
- Wong, K.K., & Wong, R.T. (1991). *The first days of school: How to be an effective teacher*. Sunnyvale, CA: Harry K Wong Publications.

Contact Information

- Kimberli Breen
kbreen@successfulschools.org
303-442-6788
- Robert March
rmarch@successfulschools.org
303-442-6789