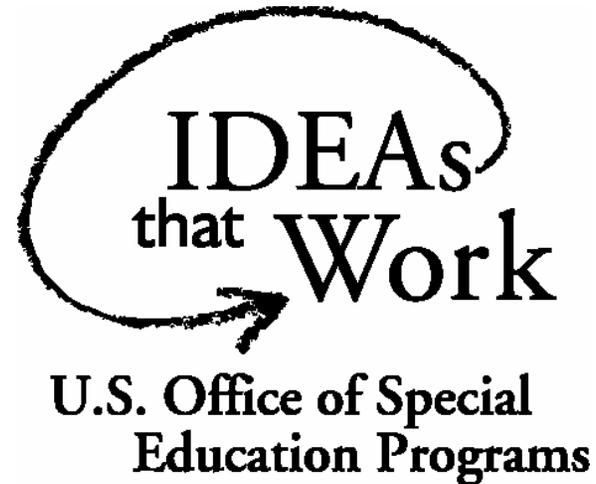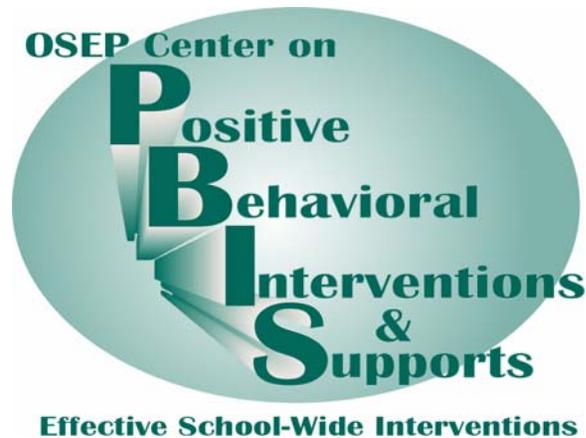# Individual Student Systems of Positive Behavior Support in Classrooms, Schools, and Districts

Tary Tobin, Emma Martin,&

Teri Lewis-Palmer

University of Oregon

Acknowledgment: Sponsored by Project FIVE and . . .

- Center on Positive Behavioral Interventions & Support
- U.S. Office of Special Education Programs

Project FIVE:

Functional Interventions in Versatile Environments --

- A multi-component project that takes an ecological systems perspective
  - (Bronfenbrenner, 1979),

- Looking at classroom, school-wide, and district level factors that affect individual students in need of function-based support.

Objectives (Originally planned a 3 hr. workshop but have only 1 hr. today)

1. Explain the need for new systems level approaches to positive behavior support.

2. Plan an efficient, school-level, continuum of positive interventions for individual students.

3. Explain how classroom teachers can increase appropriate behavior.

4. Describe a district level individual student support system.

5. Identify unique local adaptations.

1ˢᵗ Objective:
Explain the need for new systems level approaches to positive behavior support.

I. Positive Behavior Support

- *A. The need for behavior support*
  - 1. Violence, bullying, and other behavior problems
  - 2. Failure of "Zero Tolerance" and punitive/exclusionary tactics
- *B. Leadership at and beyond primary prevention*

- Reported in a newspaper article: "A seventh grader at Jefferson Middle School is recovering from internal injuries after classmates allegedly beat him in a hallway just 20 feet from the principal's office . . . students have harassed him since his first day at school . . . taunted him with names such as 'Russian pig'" (Nolan, 2005, pp. A1, A8).

- "Red Lake High School . . . All of the dead students were found in one room. One of them was the boy believed to be the shooter . . . also killed were a teacher and a security guard"

  (Retrieved March 21, 2005, from http://www.signonsandiego.com/news/nation/20050321-1652-schoolshooting.html).

- "The family of a boy who was bullied on a school bus has filed a federal lawsuit against the Eugene, Oregon, School District . . . the incident, recorded by a camera on the parked bus, gained national attention . . . 'When I saw the tape and I actually saw what was happening to him, it was much more violent than my mind could imagine. And it just broke my heart"

(Retrieved March 21, 2005, from http://www.cbsnews)

Posted on the Internet, a follow-up: "'My reaction to the video when I first saw it was, 'holy smokes!' Van Geem [assistant principal] said.

'I was shocked.' . . . The boys who were seen punching and even kicking Casey in the face were suspended from school for a week and from the bus for a month. The bus driver was reportedly disciplined as well but, while the details are confidential, according to Jan Anderson, the director of transportation at Eugene 4-J Schools, she is still driving a bus for the district."

(Retrieved March 21, 2005, from http://www.hamfish.org/newsroom/newsletter/toughlessons3.html).

Let's look next at a few ideas for solutions -- (partial solutions?)

- Wristbands against bullying
- Zero tolerance & expulsion
- Alternative schools, other placements
- Universal, schoolwide interventions

David Beckham showed his support for the BBC Radio 1/Department for Education and Skills *Beat Bullying* campaign today when he joined Schools Minister Stephen Twigg to present the millionth *Beat Bullying* campaign wristband to teenager Jess Sparrow, who said,

"I can't believe that a few weeks ago my life was so different, so miserable, but the *Beat Bullying* wristbands really made a difference in my school. Every time I see someone wearing one, I feel like I am not alone, that they are supporting me. Now I'm here with David Beckham. It's fantastic. I hope no-one has to suffer bullying ever again."

(Retrieved March 21, 2005, from

http://www.gnn.gov.uk/imagelibrary/detail.asp?MediaDetailsID=97009

Zero Tolerance

- Most states have what are called "zero tolerance" policies to remove from the schools students who bring guns, drugs, or alcohol to school.

- Zero Tolerance policies are problematic because they do not allow for "distinctions between misbehavior and violent acts and [because of] the shrinking continuum of responses to rule violations"
  - (Sughrue, 2003, p. 254).

- "Perhaps when the number of children improperly educated because they were excluded becomes **a burden** to our economy and to our way of life, a new generation of civil rights activists will appear and remind us of the value of an education

- and of constitutional protections to a child and to a civil and democratic society"
  - (Sughrue, 2003, pp. 256-257.)

Education is a basic human right.

(UNESCO, 1994, cited in Kane et al., 2003)

Can we get someone else to teach them?

- **Self-contained special education classrooms** were used for students with serious behavior problems in middle school but were not available in high school.
  - (Tobin & Sugai, 1999a)
- **Alternative education** is seen as a solution to the problem (for traditional schools) of students with chronic or intense behavior problems by many – but is that realistic?

- "Not all states have statues that require alternative education settings [for expelled students]
- 36 states included possibilities for alternative education. Of those 36, only 13 required such provisions . . .

- Students of color, as those most affected by severe discipline practices, are the students who are most likely to not have access to alternative education services. . . .
- 44% of expelled students did not have access to alternative educational opportunities . . .
- approximately 38,200 children and teenagers [in 1997- 1998] . . . were not offered any form of alternative education"
  - (Sughrue, 2003, p. 255).

- The use of alternative schools should be considered as a possible proactive strategy that would work, not because such schools isolate students with challenging behavior but rather because they provide instruction in a format that meets the students' needs.
  - (see Tobin & Sprague, 2002).

- If the alternative to inclusion is an out-of-district special education placement, for the school district, successful inclusion saves money [as well as enabling the student to stay at home].
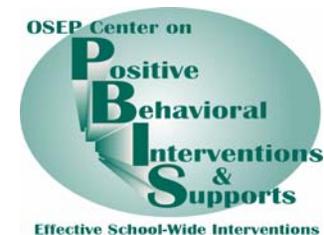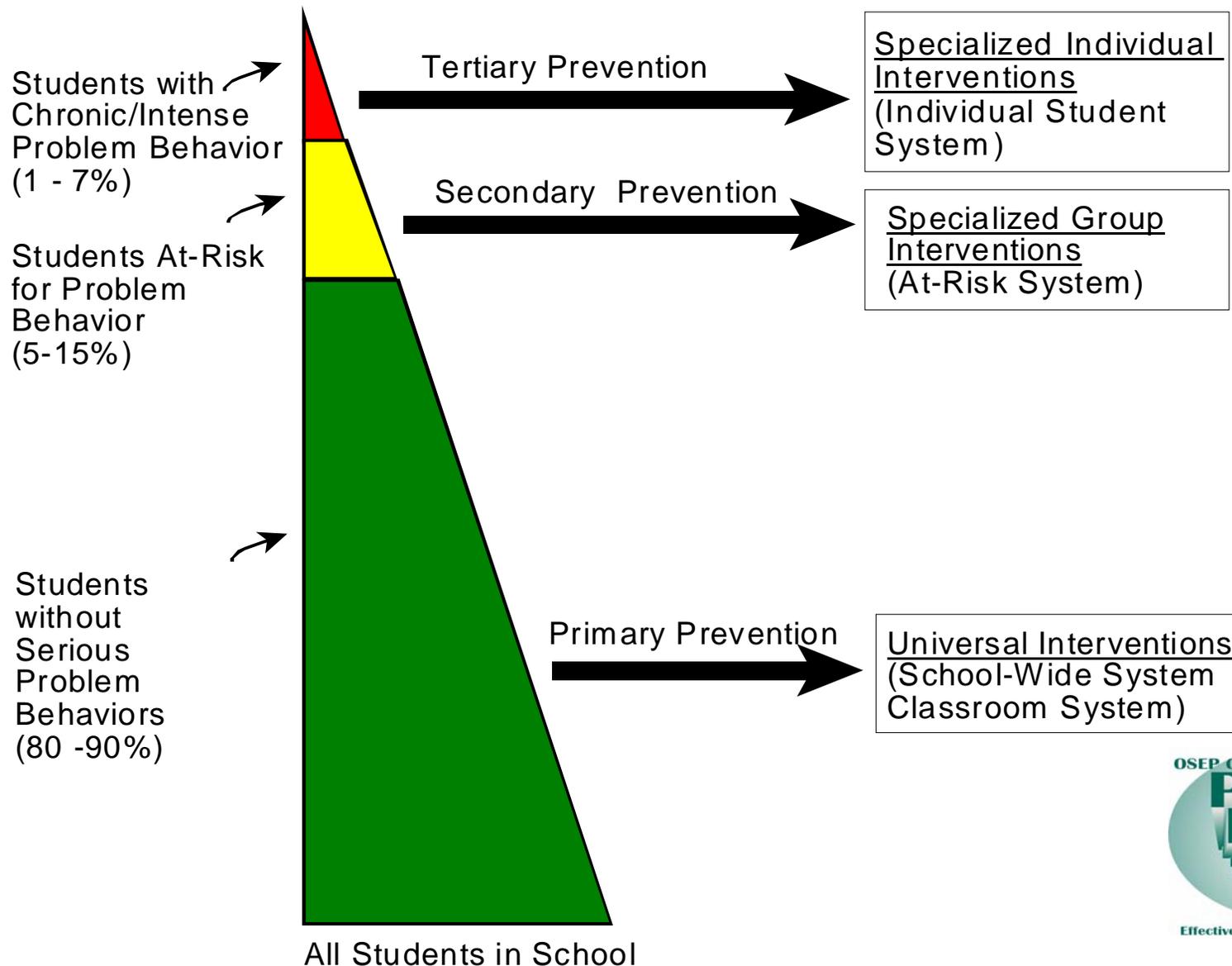 - (Putnam, Luiselli, Sennett, & Malonson, 2002).

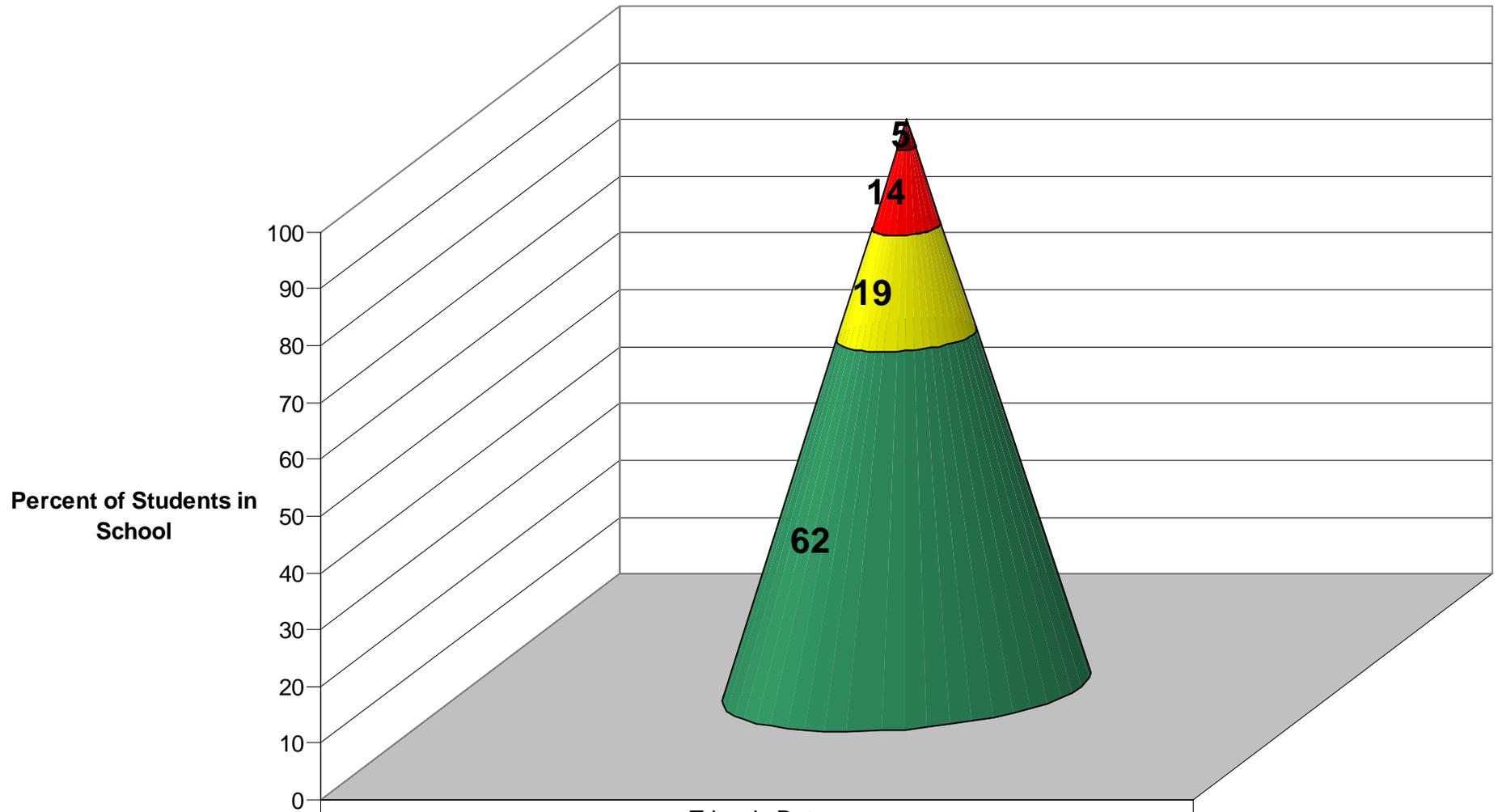# Components of behavior support for successful inclusion (from Putnam, Luiselli, Sennett, & Malonson, 2002):

- Behavioral interventions for classrooms and for the whole school

  [primary prevention / universal interventions]

- District support for consultations
- Functional behavioral assessments
- Written behavior intervention plans
- Social skills assessment and training
- Data-based progress monitoring
- Training for parents and school staff members

  [Getting into secondary & tertiary prevention now, with targeted & intensive individualized interventions]

Continuum of Effective Behavior Support

Students with Chronic/Intense Problem Behavior (1 - 7%)

Students At-Risk for Problem Behavior (5-15%)

Students without Serious Problem Behaviors (80 -90%)

Tertiary Prevention → Specialized Individual Interventions (Individual Student System)

Secondary Prevention → Specialized Group Interventions (At-Risk System)

Primary Prevention → Universal Interventions (School-Wide System Classroom System)

All Students in School

OSEP Center on
Positive
Behavioral
Interventions
&
Supports
Effective School-Wide Interventions

Summary: All 59 High Schools, All Available Years (1990-2004)

Percent of Students in School

100
90
80
70
60
50
40
30
20
10
0

5
14
19
62

Triangle Data

	Triangle Data
■ 9 + Very Red	5
■ 6 to 8 Red	14
■ 2 to 5 Yellow	19
■ 0 to 1 Green	62

Universal, Schoolwide Interventions

- Orpinas, Horne, & Staniszewski (2003) reported a schoolwide bully prevention program.

- Based on the PBS approach described by Sugai and Horner (2002) in that it was **a universal intervention** aimed at changing the school environment in a positive way.

- "Create a bullying prevention **team**,
- conduct a **baseline evaluation** of the problem, increase awareness of teachers,
- establish clear school **values**,

- develop **rules** and consequences that matched those values,
- provide frequent **reminders** of the rules,
- enhance a positive school climate, **reinforce** positive behavior,
- establish the two put-ups [compliments or positive comments about someone] for one put-down [insults or negative statements about someone] rule,
- provide conflict resolution **skills** **to children**, and
- **train teachers** in conflict resolution and classroom management"
  - (Orpinas et al., 2003, p. 438).

Systems Evaluation Tool (Horner et al., 2004, see also http://pbis.org), measures the following features:

1. Expectations Defined
2. Behavioral Expectations Taught
3. System for Rewarding Behavioral Expectations
4. System for Responding to Behavioral Violations
5. Monitoring and Decision-Making
6. Leadership
7. District Level Support

What about secondary & tertiary prevention, with targeted & intensive individualized interventions?

2nd Objective: Plan an efficient, school-level, continuum of positive interventions for individual students.

II. School

- *A. Providing secondary prevention interventions*
- *B. Providing tertiary prevention interventions*
- *C. Providing support & follow up to teachers*

Secondary Prevention: Targeted Interventions

- *Behavior Education Plans*, (Crone, Horner, & Hawken, 2004) Also known as "Check In, Check Out" (CICO)

- Special training in conflict resolution, anger management, etc.

Key Features of CICO:

- (a) being readily available,

- (b) increasing monitoring and adult contact,

- (c) providing contingent and frequent feedback, and

- (d) increasing coordination between school and home support.

- Previous studies have indicated that many students benefit from CICO as shown by higher rates of academic engagement and fewer office discipline referrals
  - (Hawken & Horner, 2003; March & Horner, 2002)
- CICO is relatively cost-effective and efficient, in comparison:
  - Can be implemented quickly with minimal training for staff
  - Does not require extensive assessments or consultations prior to use
  - Usually only a few minutes per day of staff time and only materials that most schools have on hand.

Brief, initial meeting of a behavior support team or a teachers' assistance team
-- to clarify the nature of the behavioral issues for this student, select a few goal.

Students participating in CICO typically follow a routine, described by Crone, Horner, and Hawken (2004) as follows:

- Each morning the student will check-in with a designated school staff person (e.g., teacher, secretary, counselor, educational assistant).
- Does the student have materials needed for class?
- Is the student is physically prepared to attend classes? (Not sick? Had breakfast?)
- The student is given a form (e.g., point sheet or card) to use throughout the day.
- Lists the student's behavioral goals and a matrix showing classes or time periods.
- Verbal prompts and encouragement.
- Takes less than 5 minutes.

- Each class period (or at other designated times), the student brings the form to the teacher, who marks a rating of how well the student met his or her behavioral goals.

- In some cases, the student also self-monitors.

- At the end of the school day, the student takes the form back to the staff person who conducted the morning check-in,

- Afternoon check-out:
  - Quick review of the form
  - Verbal feedback
  - Might be small reinforcers if certain goals have been met (e.g., 80% of possible points on the teachers' ratings).
  - Typically takes less than 5 minutes.

- Students take the form home to show their parents, who will sign it.

- It will be returned to school the next day.

- The school staff member who is monitoring the child maintains a record of progress.

- Can be charted and used to make decisions about maintaining, fading, or strengthening the intervention over time.

In-depth training in conflict resolution:

- For students who violate school discipline codes
- Students who were suspended could reduce their suspensions by attending this training
- An effective way to reduce out-of-school suspensions and expulsions
  - (Breunlin, Cimmarusti, Bryant-Edwards, & Hetherington, 2002)

In-depth training in conflict resolution, continued:

- 4 times less likely to receive another suspension for fighting

- None of the students in the conflict resolution group were expelled whereas 7 students from the comparison group were expelled

- Statistically significant difference by a chi-square test: X2 (1, N = 165) = 86.14, *p* < .001.

  - (Breunlin et al., 2002)

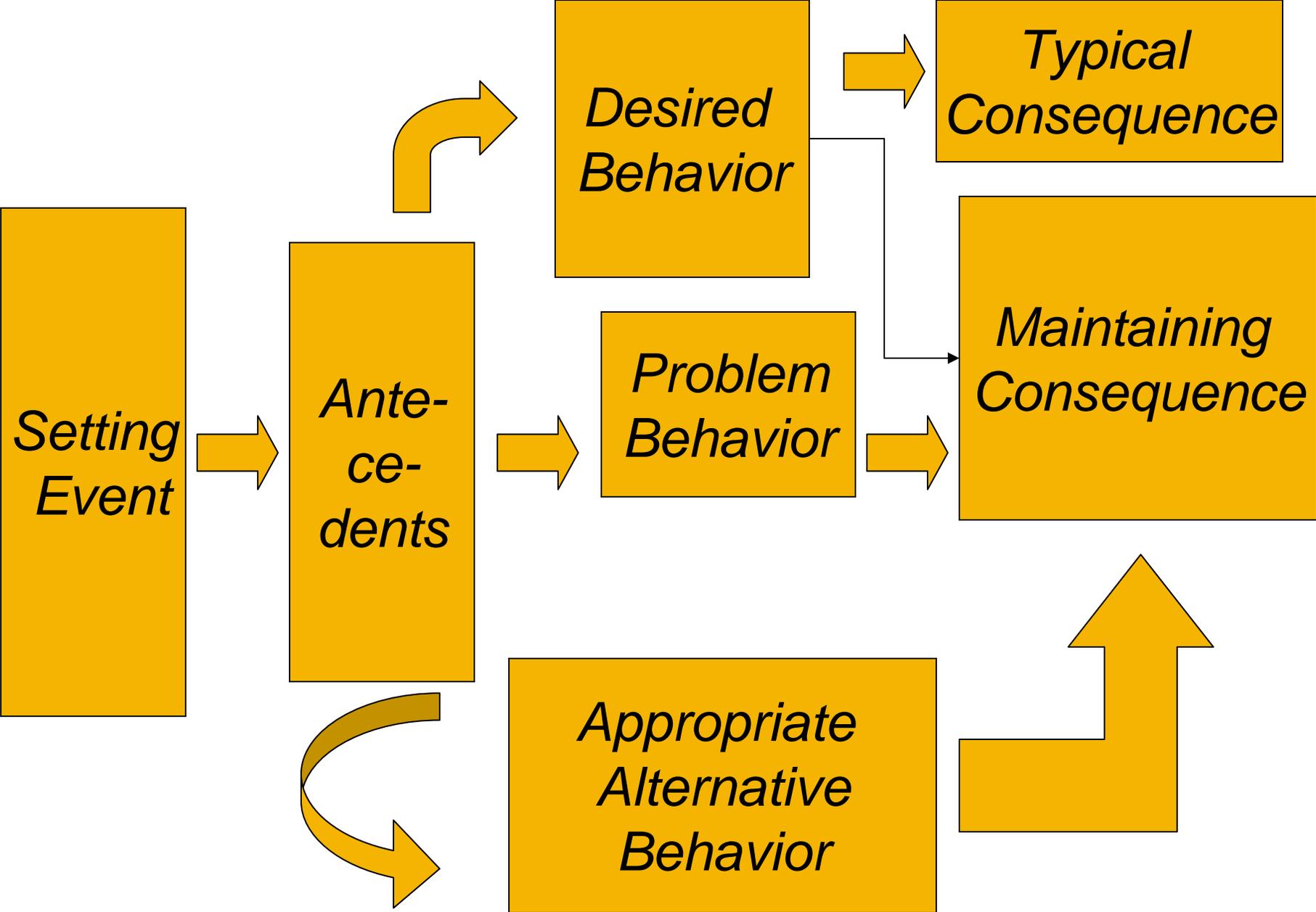# Tertiary Level Intervention

- **Function-based support**
  - (Crone & Horner, 2003; Todd, Horner, Sugai, & Colvin, 1999, http://pbis.org & http://darkwing.uoregon.edu/~ttobin)

- Multi-component interventions build on the universal & targeted interventions

- Combine additional function-based support strategies with secondary interventions like CICO (e.g., Condon & Tobin, 2002, http://journals.sped.org/ec/archive_articles/VOL.34NO.1SEPTOCT2001_TEC_condon.pdf)

```
                                    ┌──────────────┐      ┌──────────────┐
                                    │   Desired    │ ───▶ │   Typical    │
                                 ┌─▶│   Behavior   │      │ Consequence  │
                                 │  └──────────────┘      └──────────────┘
                                 │           │
┌──────────┐     ┌──────────┐    │           │          ┌──────────────┐
│ Setting  │ ──▶ │  Ante-   │ ───┤           └────────▶ │ Maintaining  │
│  Event   │     │  ce-     │    │   ┌──────────────┐   │ Consequence  │
│          │     │  dents   │ ──────▶│   Problem    │──▶│              │
│          │     │          │    │   │   Behavior   │   │              │
└──────────┘     └──────────┘    │   └──────────────┘   └──────────────┘
                      │          │                             ▲
                      │          │   ┌──────────────┐          │
                      └──────────┘   │ Appropriate  │ ─────────┘
                                     │ Alternative  │
                                     │   Behavior   │
                                     └──────────────┘
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Competing behavior summary:
FOUNDATION FOR SUPPORT PLAN!

- See handout "Behavior Support Plan Template"

- **How can this be done systematically?**
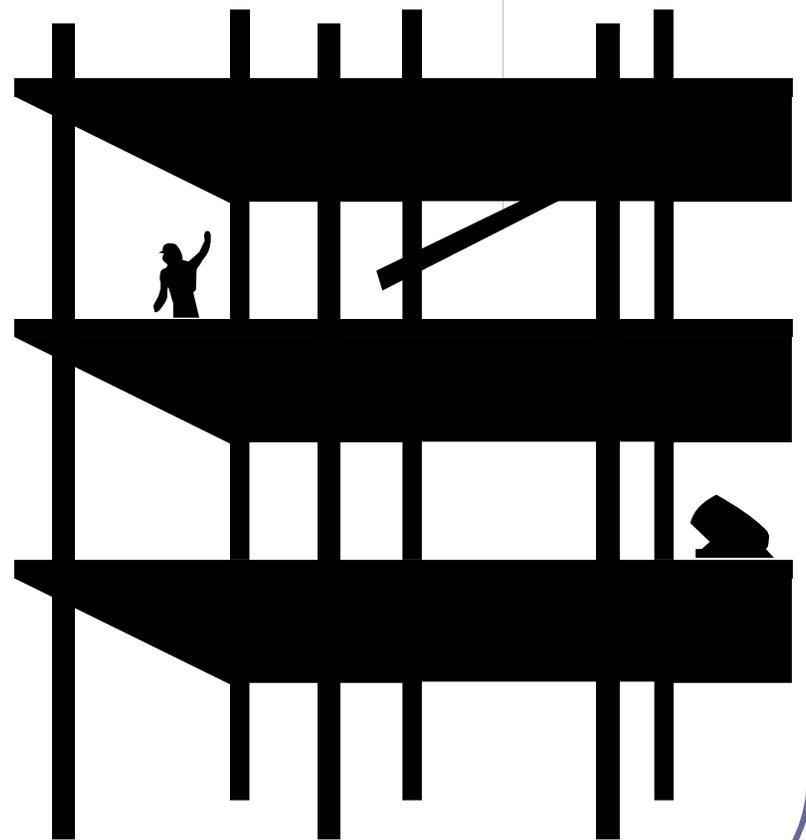
Individual Student Systems Section of the EBS Survey

- Individual student systems are defined as specific supports for students who engage in chronic problem behaviors

- "Tip of the triangle" kids – the red zone

- **Individual Student System of the EBS Survey** (http://pbis.org, **see handout "Individual Student Systems"**)

Individual Student Systems section of the EBS Survey (continued, http://pbis.org)

8 Key Features to be Assessed:

- 1. Assessments are conducted regularly to identify students with chronic problem behaviors.

Individual Student Systems section of the EBS Survey, continued

2. A simple process exists for teachers to request assistance.

3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.

4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.

Individual Student Systems section of the EBS Survey, continued

5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).

6. Significant family &/or community members are involved when appropriate & possible.

Individual Student Systems section of the EBS Survey, continued

7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.

8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.

Individual Student Systems section of the EBS Survey, continued

- The research question that will be answered here is this:

- If schools improve on these practices, will the percentage of students who are repeatedly sent to the principal's office for discipline and/or suspended out of school decrease?

- That is, will the "Red" and "Yellow" parts of the "Triangle" be reduced?

Looked at data from 100 schools:

- All had 2 EBS Surveys with the Individual Student System section, at least two years

- All had office discipline referral data for the two years
  - (see http://www.swis.org)

Is the Individual System in place at Time 1?

Legend:
- IS Not
- IS Partial
- IS In Place

Y-axis: Percent of Staff

X-axis: Rank Order
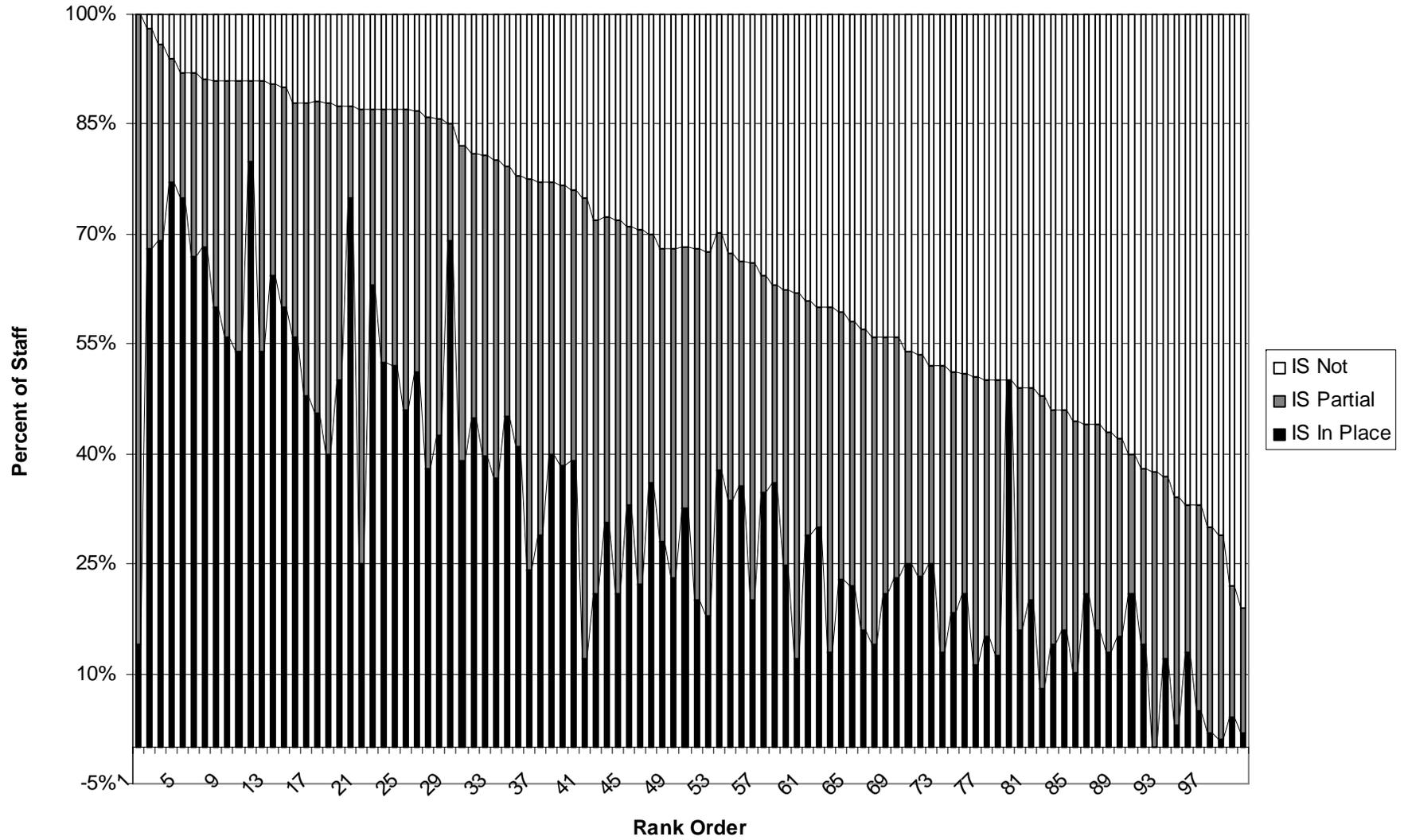
Is the Individual System (IS) in place at Time 2?

Percent of Staff

- □ IS Not
- ▨ IS Partial
- ■ IS In Place

Rank Order
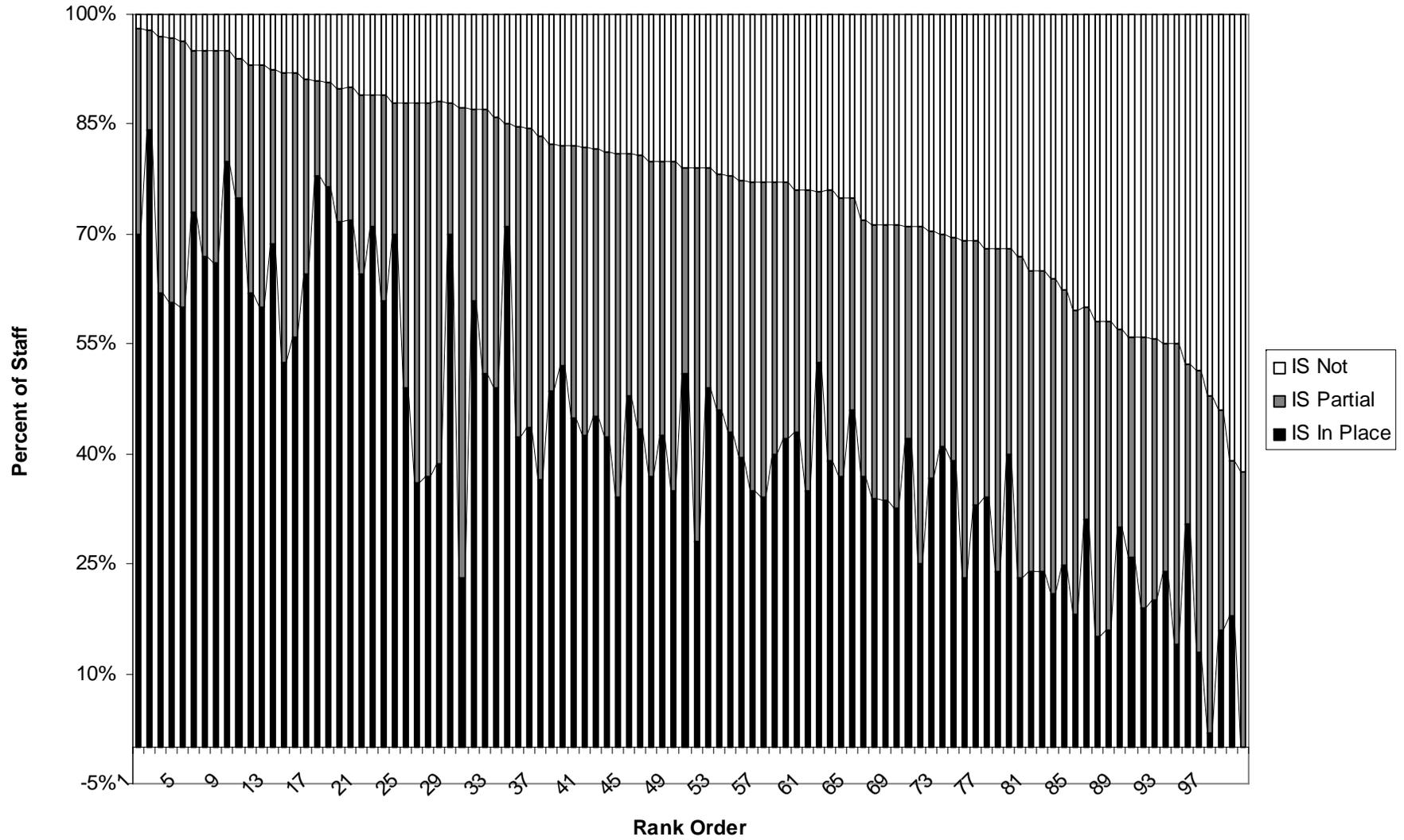
Colors on the "Triangle" by Office Discipline Referrals (ODRs)

- Red = 6 or more ODRs per school yr.
- Yellow = 2 to 5 ODRs per school yr.
- Green = 0 to 1 ODR per school yr.

Next slide: Progress of the school that made the greatest improvement in the Individual Student System

Change in "Triangle" Data for Elementary School with Best Individual Student System
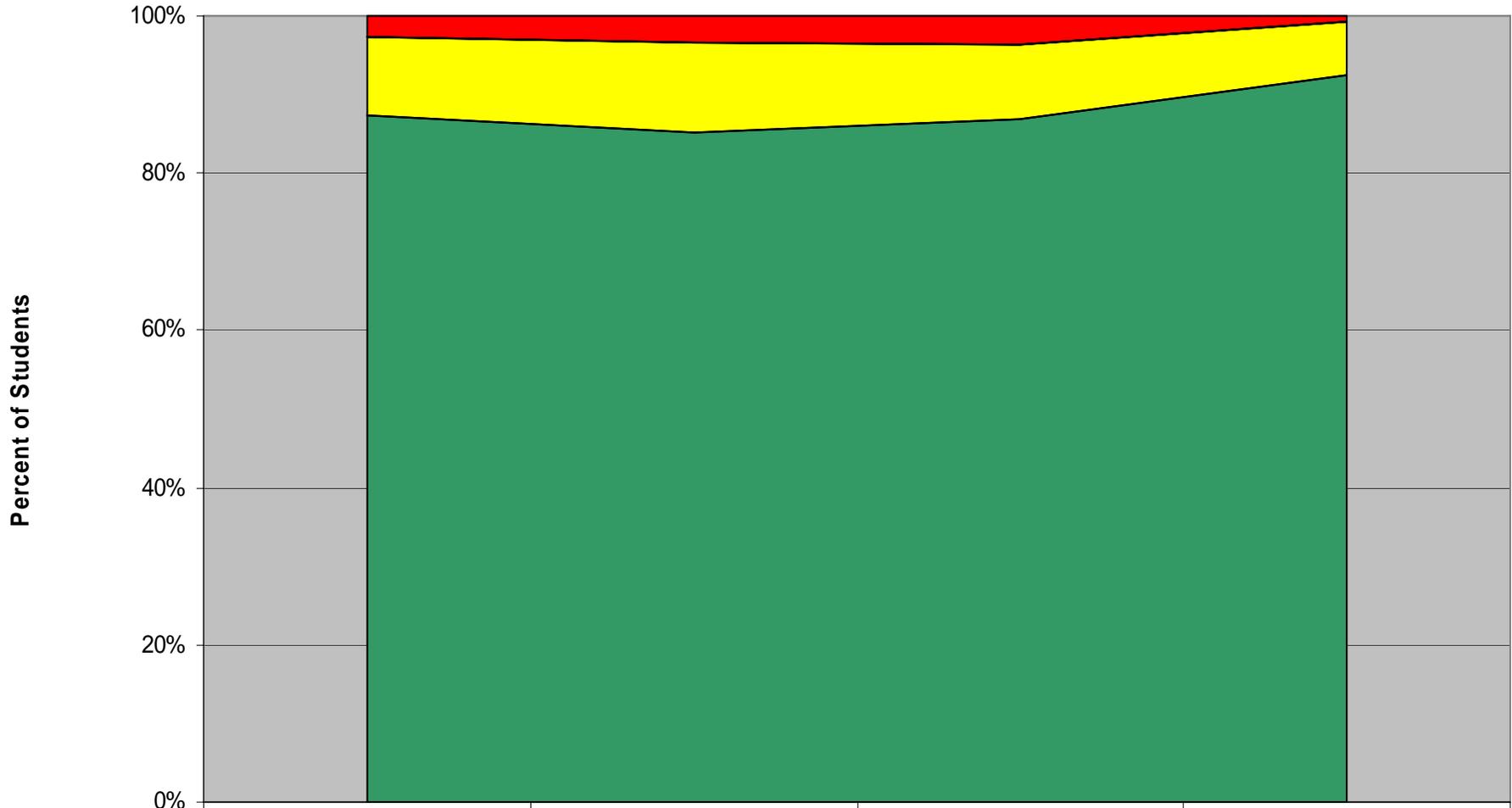
	199900	200001	200102	200203
■ Pct 6 and up	2.73	3.46	3.66	0.75
■ Pct 2 to 5	10.02	11.29	9.46	6.78
■ Pct 0 to 1	87.24	85.25	86.88	92.46

Percent of Students

School Years

About the 1999 to 2001 years:

- Tobin, T. J., Lewis-Palmer, T., & Sugai, G. (2002). School-wide and individualized effective behavior support: An explanation and an example. *Behavior Analyst Today, 3*, 51-75. Retrieved from http://www.behavior-analyst-online.org/BAT/BAT31.pdf on August 21, 2004.

Coming soon – upbeat info about the 2002 – 2006 years!

- What is making the difference?

- Strengthening of secondary & tertiary prevention level interventions

- Systematic support at school and district levels for teachers

- Including follow-up!

CONFIDENTIAL
(See handout "Confidential")

(Teacher's name), our behavior support team is meeting soon. During our meetings, we do a quick assessment of students currently on behavior plans to determine whether the students are making progress or are in need of modification to their plans. (Student's name) is on a behavior plan.

CONFIDENTIAL, continued

(Student's name) is on a behavior plan. Is this student making progress?

Yes   Some   Not really

If modification is needed, what do you suggest?

Would it be helpful to schedule a follow up meeting? Yes   No

Feel free to add comments on the back.

New tool: Individual Student System Evaluation Tool (I-SSET, Lewis-Palmer, Todd, Horner, & Sugai, 2003)

- Measures the extent to which a school has the capacity to provide secondary and tertiary preventive interventions related to positive behavior support.

- Preliminary data indicates strong, positive correlation with the Individual Student System section of the EBS Survey

I-SSET (Lewis-Palmer, Todd, Horner, & Sugai, 2003) continued

- 3 Scales:
  - (a) foundations,
  - (b) targeted interventions, and
  - (c) intensive individualized interventions.

I-SSET (Lewis-Palmer, Todd, Horner, & Sugai, 2003) continued

- Administrator interview
- Behavior specialist interview
- About five teachers or other staff members are briefly interviewed.
- Review of written documents related to individualized support.
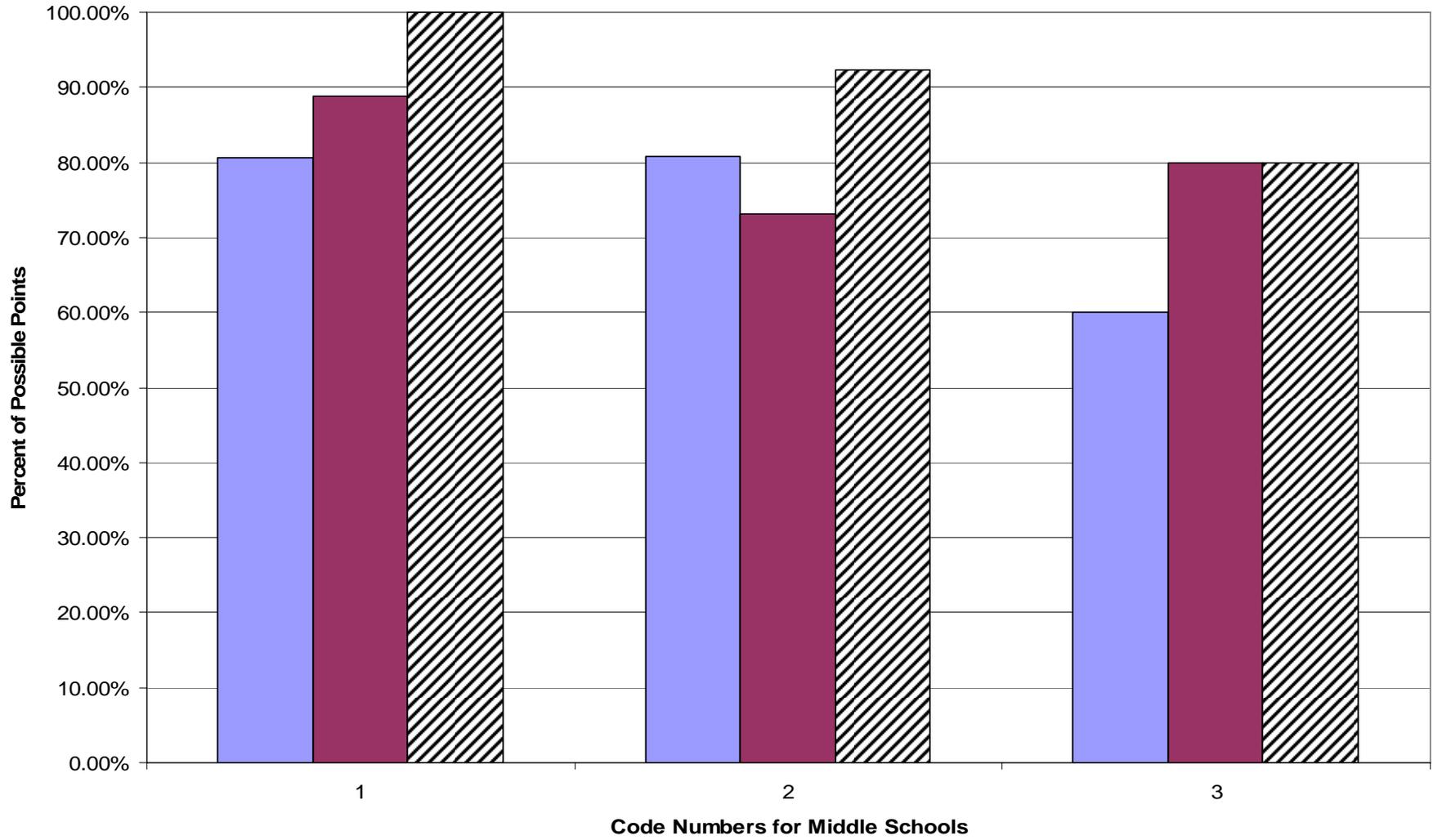- Trained, professional data collectors

Elementary Schools in I-SSET Pilot 2003-2004

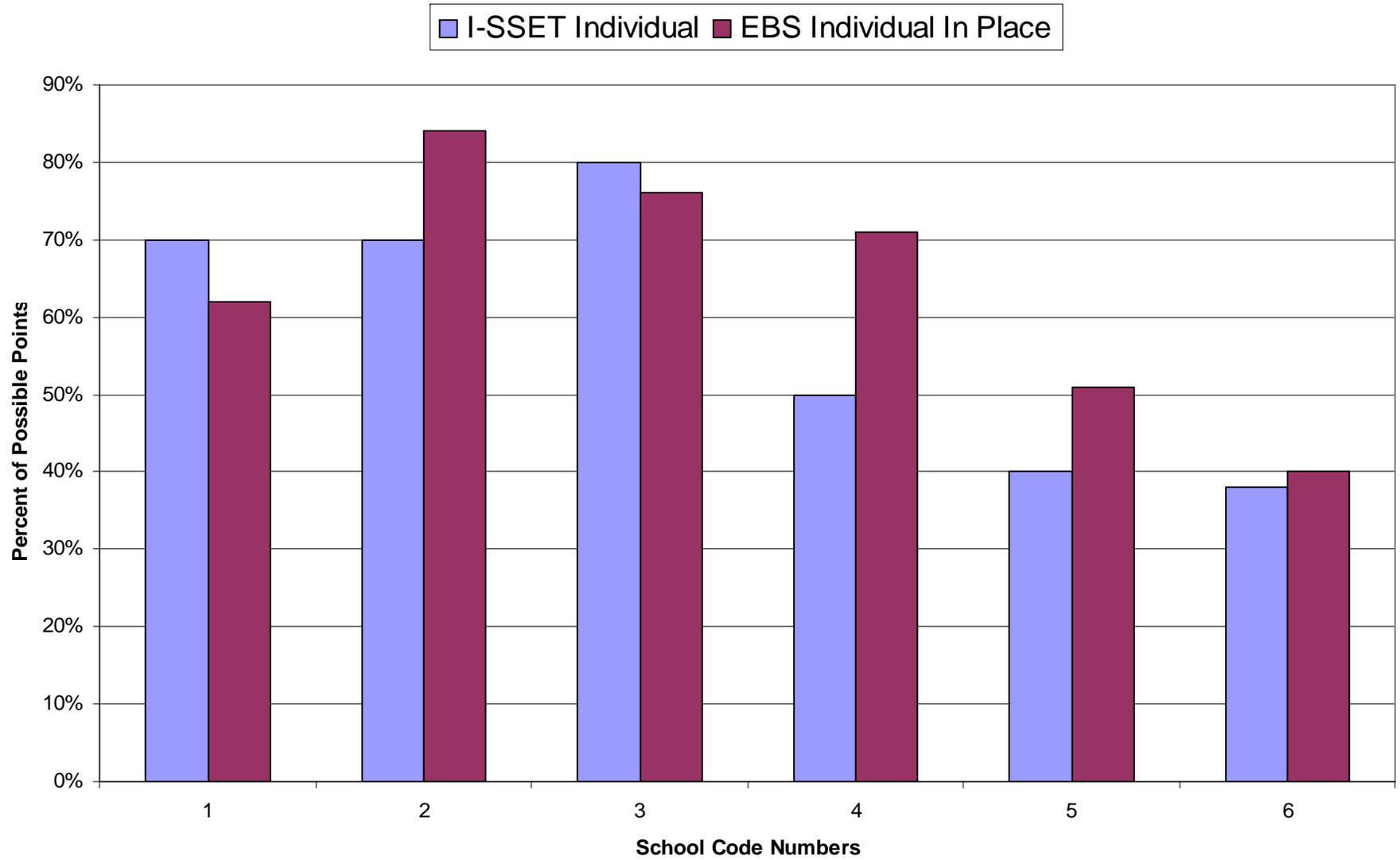**Legend:** ☐ Foundations ■ Targeted ▨ Individualized

(Y-axis: Percent of Possible Points on Scale, from 0.00% to 100.00%)

(X-axis: Elementary School Code #s, 1 through 6)
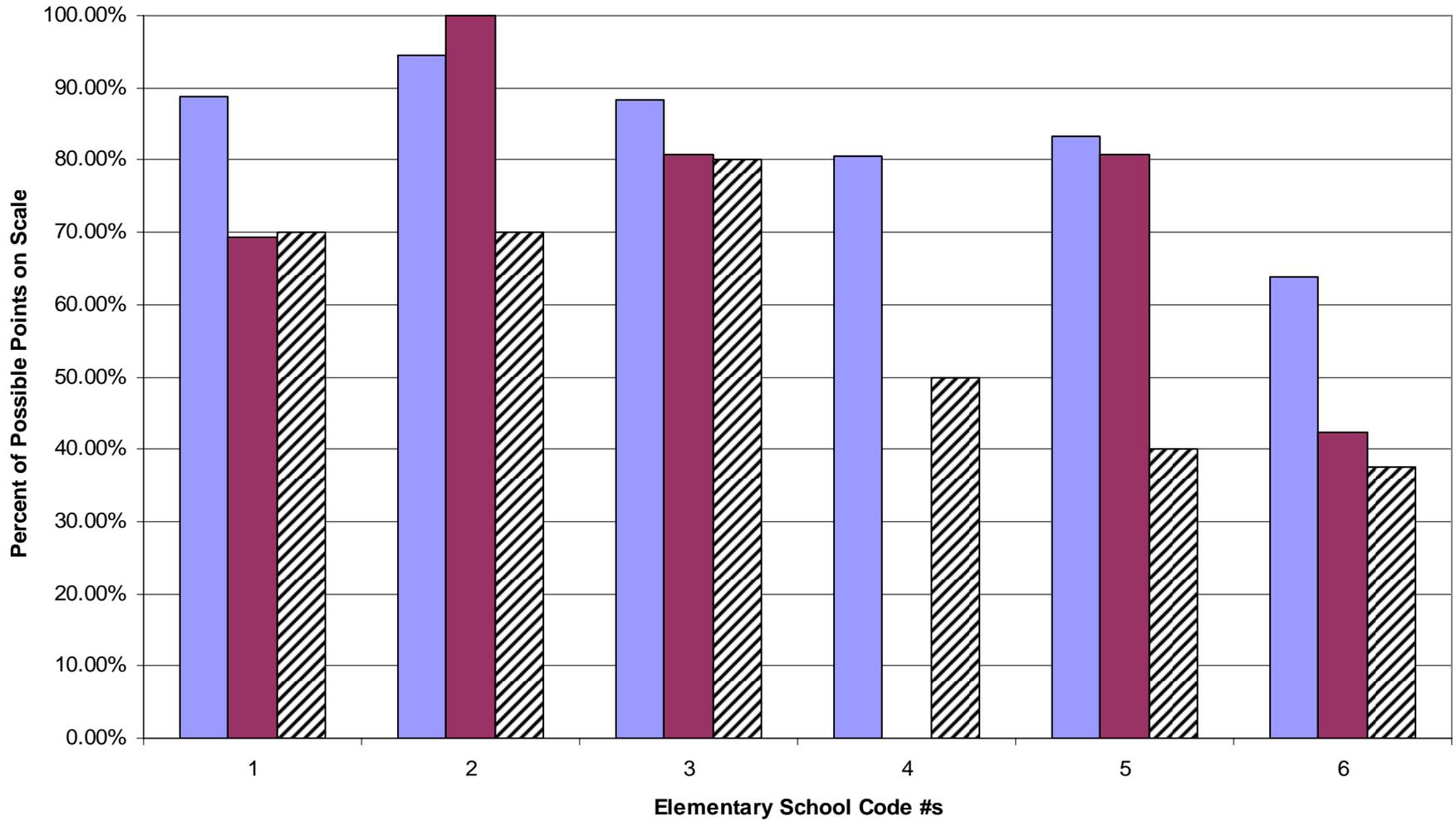
Pilot I-SSETs in Middle Schools

Legend: ■ Foundations ■ Targeted ▨ Individualized

Y-axis: **Percent of Possible Points** (0.00% to 100.00%)

X-axis: **Code Numbers for Middle Schools** (1, 2, 3)

Comparing Individual on the I-SSET with "Individual System In Place" on the EBS Survey

□ I-SSET Individual ■ EBS Individual In Place

Percent of Possible Points

School Code Numbers

3rd Objective: Explain how classroom teachers can increase appropriate behavior.

III. Classroom

- *A. Opportunities to respond and academic engagement*

- *B. Reinforced for socially appropriate behavior*

- *C. Assessing Classroom Systems (see handout "Classroom Systems)*

Increasing Opportunities to Respond

"Within both general and special education settings, low rates of opportunities to respond are unfortunately common."

Lewis, et al., (2004), p. 251

Increasing Opportunities to Respond

- Provide students with the necessary information they need to respond appropriately prior to the practice opportunity.

- Modify worksheets and other seatwork such that they are clear, self-explanatory, with at-level content; and use frequent probes to assess student work (at or above 80% accuracy)

Increasing Opportunities to Respond

- Employ rapid pacing during whole-group discussion and provide students with a variety of strategies to indicate mastery
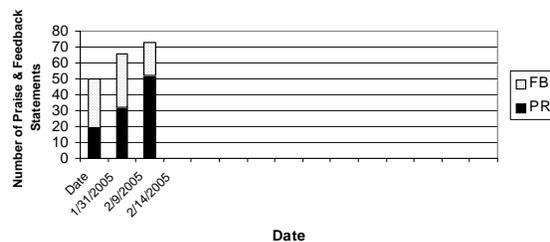
Weekly Feedback Reports
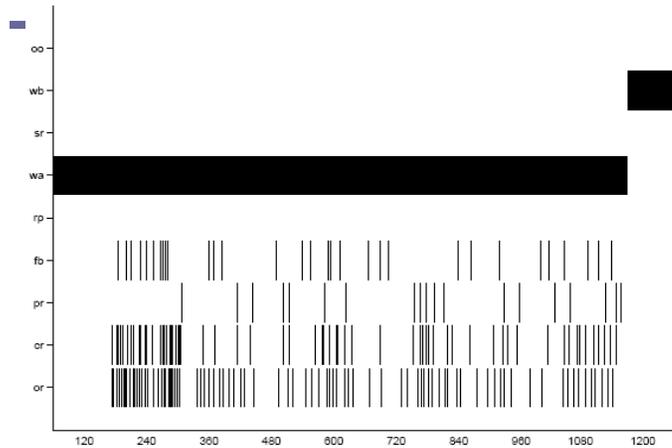
Real-Time Analysis Graph ←

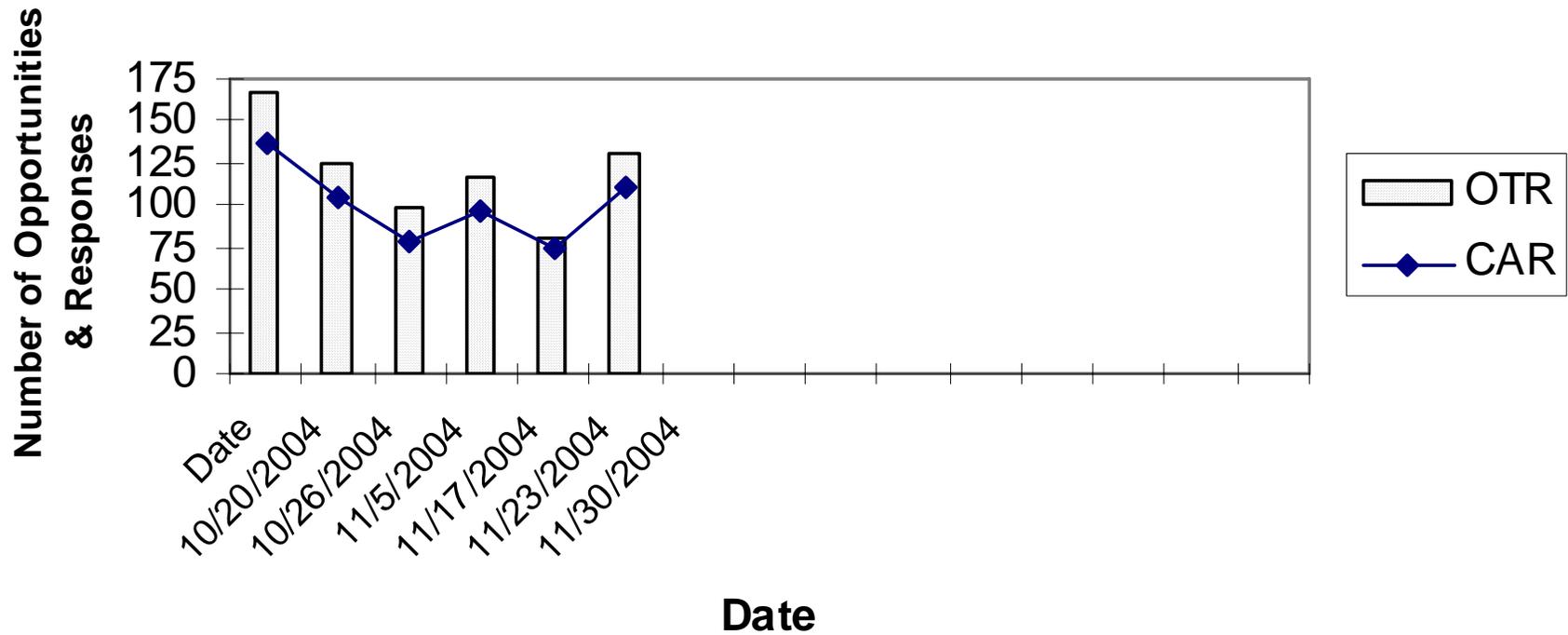**Opportunities to Respond & Correct Academic Responses**
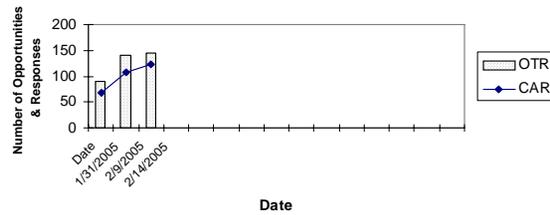
Graphs of Ongoing Performance

Praise & Feedback

Opportunities to Respond & Correct Academic Responses

Supervisor Feedback on Instructional Competencies

Key:

+ = consistently implements   P = on going problem   Blank = not observed or not applicable

✓ = meets criteria   X = not met

Feedback/Management Skills	Rating
States clear academic expectations	
Gives specific contingent academic feedback	
States clear behavioral expectations	
Gives specific contingent behavior feedback	
Uses 4:1 positive to negative statements	
Selects/implements appropriate consequences	

Praise
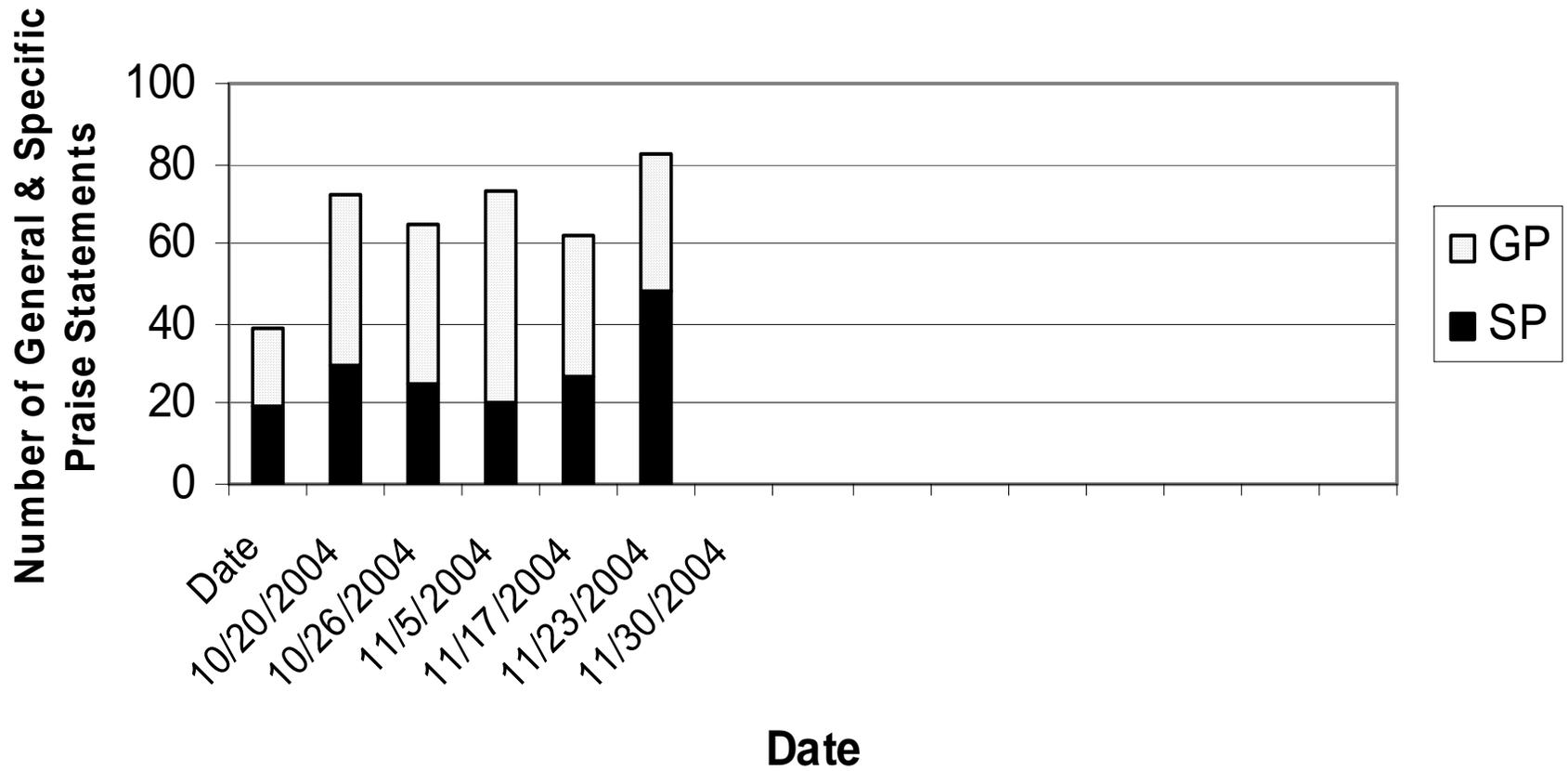
Example of value of using data when supervising:

- "Teaching 1st grade is going really well. We also really learned how to make assessments meaningful and present them in a professional/visual manner for parents. I can't tell you how nice it is to be able to account for student grades/ratings comfortably. " (Anonymous Graduate of CPBS)

See Handout "Classroom Systems" (from http://pbis.org)

- #10 "Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).

- Sometimes the Behavior Support Team helps teachers with classroom management in general, not just with individual student interventions.

4th Objective: Describe a district level individual student support system.

IV. District

- *A. Sharing local resources*
- *B. Accessing behavioral expertise*

District & school team work

- Teachers get help & support!
- On-going – regular meetings
  - District level
  - School level
- District behavior specialist in charge
- Attended by staff in a range of roles: special & general ed., psychologists, etc.

District & school team work

- Staff development
- Initial assessment (including FBAs) & intervention planning.
- Even more important, follow-up and data-based decisions, over time.
- An investment in both students & teachers (about $30,000 per year initially for a district with 1 high school & related other schools – mostly to pay for staff time to meet)

5th Objective: Identify unique local adaptations

V. Bring It All Together: What's Next?

- Contextual Fit
- Diversity
- Families
- Funding
- Getting "Buy In"

Diverse high schools with few suspensions --

a) involve parents in developing discipline codes

b) involve parents of students with behavior problems before those problems became severe

c) have discipline plans that included **positive** as well as punitive strategies (Mendez, Knoff, & Ferron, 2002)

Administrators need to show teachers that parent contact is important and provide resources:

- **Phones, email, smaller classes, aides, prep time**
- **Scheduling creative events, like a skating party outside of school hours**

- *"Time was mentioned again and again as a major obstacle to meaningful parent-teacher involvement"*
  - *(*Miretzky, 2004 *p. 843)*

Questions & Comments:

Tary J. Tobin, Ph.D.

1235 University of Oregon

Eugene, OR 97403-1235

Phone: 541-346-1423

Email: **ttobin@uoregon.edu**

- Good luck to you with your school, your district, your classroom, your students!

For more information:

http://pbis.org

http://www.swis.org

http://darkwing.uoregon.edu/~ttobin

http://www.cde.state.co.us – go to *Resources and Links*, Presentations, 2004 PBS Summer Institute, select Rob March: Strategies for Elementary School Educators, Strategies for Secondary School Educators

See also the handout: Reference List