

School-Wide Positive Behavior Support

Devereux Center for Effective Schools

www.centerforeffectiveschools.org

Barry McCurdy, Ph.D., BCBA-D



Devereux Center for Effective Schools

Improving Educational Practice for Children with, and at Risk for, Behavior Disorders

- School-Wide Positive Behavior Support for Urban Schools
- Strengthening Emotional Support Services
- Toolbox of Parenting Skills
- The Lunchroom Behavior Game
- Student-Focused Behavioral Consultation

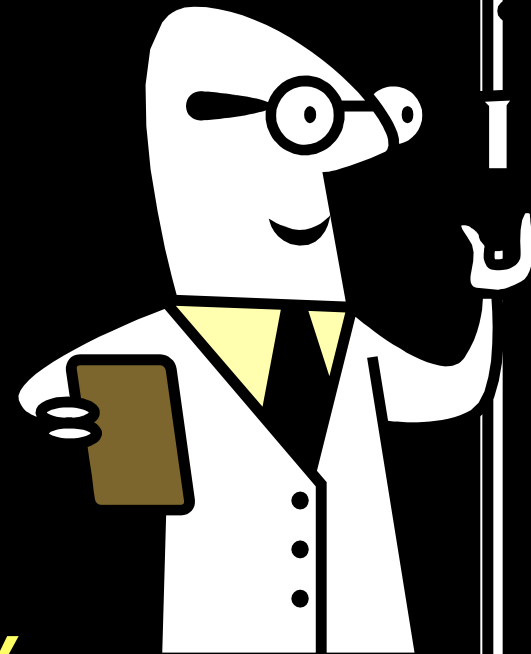


Why This is Important...

- In 1 month, 1 middle school of 676 students generated 453 ODRs (or 1 ODR per every .67 student - in 1 month!)
- In the same month, there were 87 suspensions
- In 1 school, the classroom, hallway and cafeteria contributed to a total of 1,975 ODRs in one school year
- In 1 middle school, 50% of the 2,703 offenses documented occurred for classroom disruption, disrespect to staff, inappropriate conduct and general misconduct (**all very well defined...**)
- In a school in which 54% of population are African Americans, 72% of 2,603 ODRs occur for African-Americans.
- Nationally, students who are truant are given out-of-school suspension

What Science Has Taught Us...

- Children are NOT born with “bad behaviors”
- Students do NOT learn when presented contingent aversive consequences
- Children DO learn better ways of behaving by being ***taught directly*** and ***receiving positive feedback!***



Objectives for Today...

■ **Some Background**

- Why Do Students Misbehave (and Are Schools Partly to Blame?)

■ **School-wide Positive Behavior Support:**

- Sustainable, Durable Behavior Change

■ **Promoting a SWPBS Approach**

- (how can Juvenile Justice help?)



Societal Changes Placing Children At Risk

- Increasing Use of Drugs
- Domestic Abuse and Neglect
- Severe Social Conflict (Gangs)
- Increased Violence in Communities and Schools



Contributing Factors

- Child Characteristics
 - ADHD
 - Difficult Temperament
- Home
 - Parent-child interactions/ language development
 - Harsh, ineffective parenting style
 - Family disintegration
 - Family history of high risk behavior
- Community
 - Poverty
 - Access to firearms
 - Neighborhood violence/ crime

What About the School??

School Practices that Contribute to Disruptive Behavior

- Unclear rules and policies
- Weak, inconsistent staff support of rules
- Over reliance on punishment
- Academic failure experiences
- Lack of understanding, failure to respond appropriately to cultural differences
- Misuse of behavior management
- Failure to teach positive interpersonal skills
- Failure to adequately supervise/ monitor student behavior
- Zero tolerance

School Response...

- Control
 - Metal detectors
 - Cameras
- Containment
 - Alternative school
- Punishment
- Exclusion

Problems with Punishment

- Overused and Ineffective
- Provides Short-Term Effects
- Leads to Escape and Avoidance
 - Truancy
 - Tardiness
 - Behaviors Leading to Suspension



What do we do???

Successful Programs...

- Alter School Climate
- Promote Interventions That Are
 - Empirically-Based
 - “User-Friendly”
- Provide Teachers Ongoing Training & Support



School-wide PBS

A multi-tiered approach to supporting positive behavior



Positive Behavior Interventions & Support (PBIS)

- A problem-solving approach
- Dual Emphasis:
 - Understanding reasons for problem behavior
 - Designing comprehensive interventions
- Goal: Long lasting behavior change

PBIS: Key Features

- Practicality & utility
- Function-based interventions
- Data-based decision-making
- Empirically-validated intervention strategies
- Focus on systems change to promote sustainability

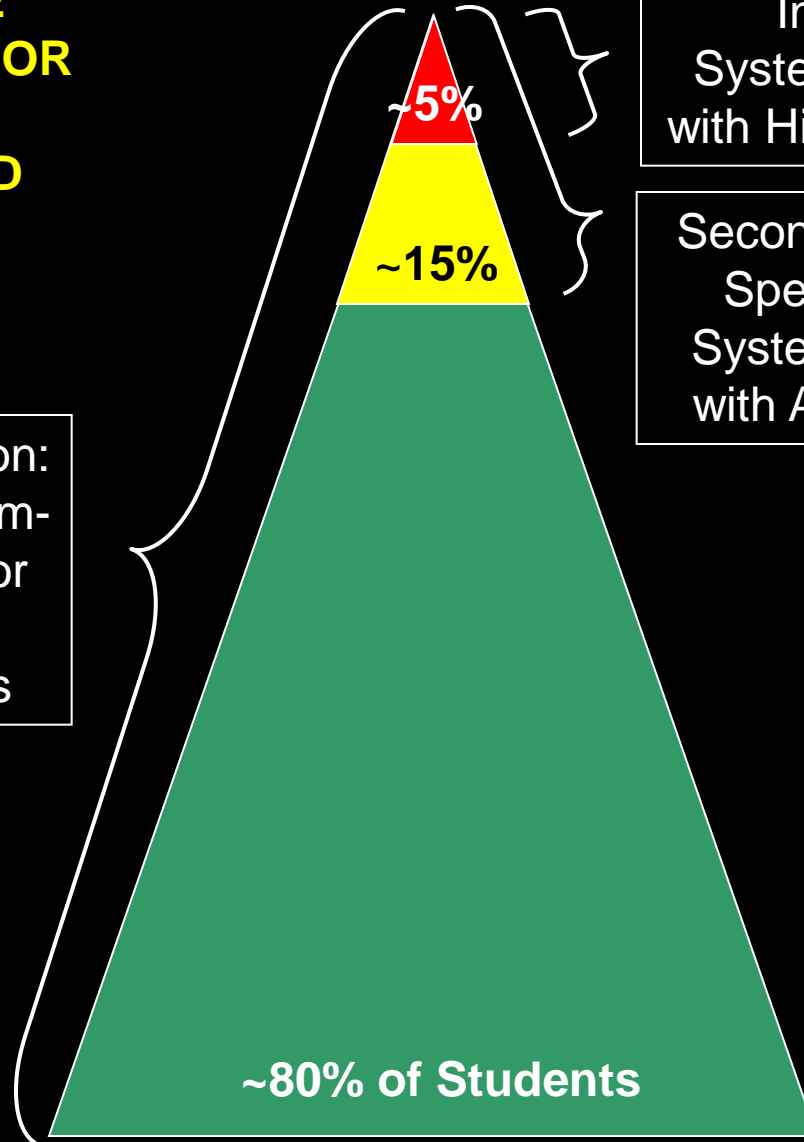
SW-PBS Logic

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable

Zins & Ponti, 1990

**SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT:
A MULTI-TIERED
APPROACH**

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



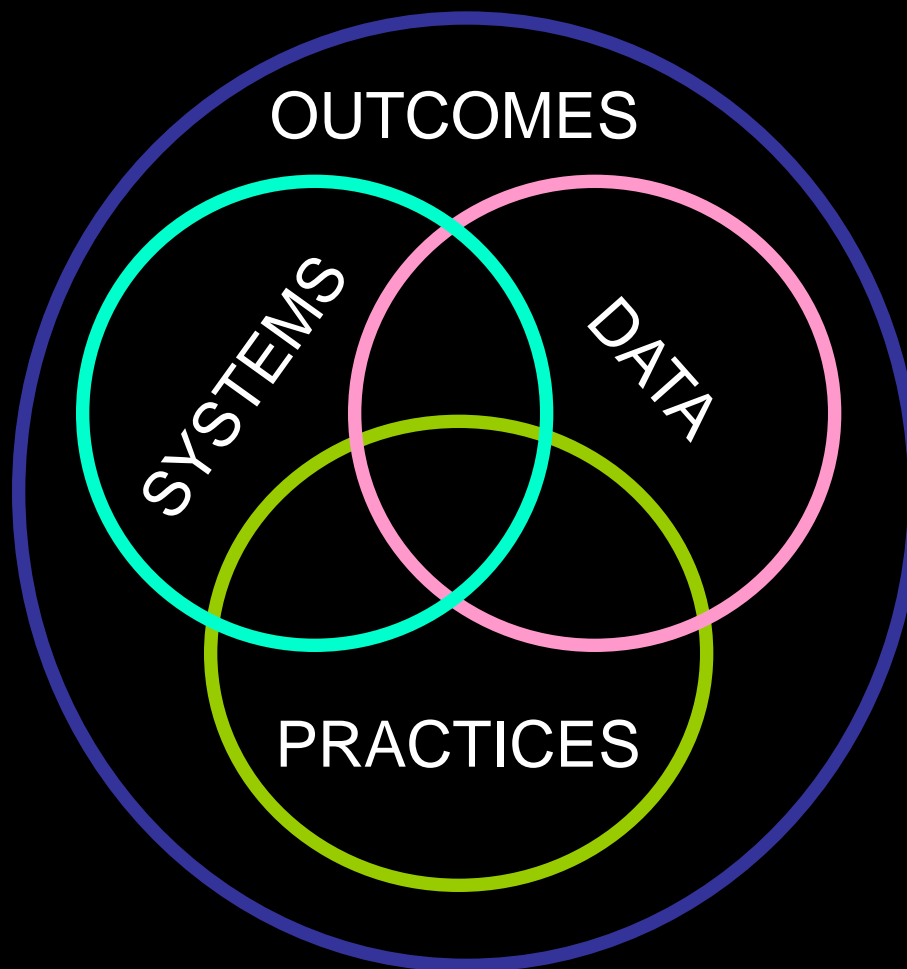
Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

Supporting Social Competence & Academic Achievement

4 PBS Elements

Supporting Staff Behavior



Supporting Decision Making

Supporting Student Behavior

Primary Prevention (Universal Support)

1. Agreed-upon and common approach to discipline
2. A positive statement of purpose
3. A small number of positively stated expectations for all students and staff

Logan Liftoff School-wide Expectations



Be Cooperative	Be Prepared	Be Respectful	Be Kind (to All)
<ol style="list-style-type: none">1. Follow directions the first time they are given2. Ask permission3. Take turns	<ol style="list-style-type: none">1. Come on time2. Bring supplies and materials3. Be ready to do your best4. Complete all assignments	<ol style="list-style-type: none">1. Listen to others2. Keep hands, feet, and other objects to yourself3. Accept others' opinions4. Use a calm voice	<ol style="list-style-type: none">1. Resolve conflicts peacefully2. Encourage classmates

Primary Prevention (Universal Support)

1. Agreed-upon and common approach to discipline
2. A positive statement of purpose
3. A small number of positively stated expectations for all students and staff
4. Procedures for teaching expectations to students

Define Expectations for Each Setting / Routine

		Setting								
Expectation		General Rule	All Settings	Classroom	Lunchroom	Schoolyard	Hallway	Bathroom	Office	Enter/Exit School
A. Be Respectful			<ul style="list-style-type: none"> Walk quietly everywhere Use kind words & actions Treat others the way you want to be treated 	<ul style="list-style-type: none"> Raise hand & wait to be called on Use kind words 	<ul style="list-style-type: none"> Walk quietly Wait for directions to get in line Handle only your own food 	<ul style="list-style-type: none"> Take turns Share equipment Return equipment to designated area 	<ul style="list-style-type: none"> Walk quietly 	<ul style="list-style-type: none"> Use quiet voices Give other students privacy 	<ul style="list-style-type: none"> Use quiet voices Ask permission to use the phone Walk 	
B. Be Responsible			<ul style="list-style-type: none"> Always follow directions Complete assignments Stay on-task Be on time Be prepared & bring supplies 	<ul style="list-style-type: none"> Remain seated Follow directions the first time Use materials properly Try your best 	<ul style="list-style-type: none"> Follow directions Stay seated Use indoor voice Carefully place trash in trashcan Use restroom before entering lunch area 	<ul style="list-style-type: none"> Return to playground after you have used the restroom Get involved with structured activities Use equipment properly Line-up – 1st Bell stop and walk, 2nd Bell in line 	<ul style="list-style-type: none"> Have a buddy and a hall pass Stay in assigned place when in line Hands at sides Take the most direct route 	<ul style="list-style-type: none"> Keep feet on the floor Flush Use the bathroom quickly & promptly Wait for your buddy Wash hands Keep water & soap in sink Put towels in the trashcan 	<ul style="list-style-type: none"> Stay on the front side of the desk Take belongings with you Put trash in the trashcan 	<ul style="list-style-type: none"> Walk around building to schoolyard Enter building w/class at 8:30am Get permission and pass to enter building Follow schoolyard and hallway rules Breakfast – enter at 8-8:15
C. Be Nice			<ul style="list-style-type: none"> Solve problems peacefully Keep hands, feet & objects to self Compliment others 	<ul style="list-style-type: none"> Keep hands & feet to self 	<ul style="list-style-type: none"> Say please and thank you Keep hands, feet & objects to self 	<ul style="list-style-type: none"> Encourage others Invite others to join Keep hands and feet to self 			<ul style="list-style-type: none"> Say excuse me and wait Sit square in the chair 	

Explicitly Teach Expectations (in the natural setting)

Office: **Be RESPECTFUL**

INTRODUCE THE EXPECTATION

This lesson will introduce students to the expectation of Being Respectful in the Office.

“Today we are going to talk about ways to be RESPECTFUL in the Office.”

“What do you think it looks like to be RESPECTFUL in the Office?” Have students provide examples of Being RESPECTFUL in the Office. Shape their responses into observable behaviors.

“You all came up with some great ideas for BEING RESPECTFUL in the Office. Here are some ways we would like you to show BEING RESPECTFUL in the Office.” Pointing to the expectations or writing them on paper/board, say, “ You can:

- ✓ Use quiet voices
- ✓ Ask permission to use the phone
- ✓ Walk

“What are some of the ways that we can show Being RESPECTFUL in the Office?”

Have the students repeat the examples you provided.

POSITIVE AND NEGATIVE EXAMPLES

Examples

1. Use quiet voices
2. Ask permission to use the phone
3. Walk

NonExamples

1. Enter office yelling, ranting about a story
2. Uses loud voice to get adult attention
3. Run into or out of office
4. Run behind counter
5. Walk behind counter and dial phone number

TEACHER TIP: Use these examples and non examples to demonstrate the range of acceptable vs. unacceptable behaviors.

Instructor NOTES

Primary Prevention (Universal Support)

1. Agreed-upon and common approach to discipline
2. A positive statement of purpose
3. A small number of positively stated expectations for all students and staff
4. Procedures for teaching expectations to students
5. A continuum of procedures for encouraging displays and maintenance of these behaviors
6. A continuum of procedures for discouraging problem behavior
7. Procedures for monitoring and evaluation of effectiveness of system on a regular basis

School-wide Positive Behavior Support Systems

~5%

~15%

~80 % of Students

Tertiary Prevention

Individualized Support

Function-based assessment
Behavior support plans
Wraparound Services

Secondary Prevention

Targeted Group Support

Build on existing school programs
Behavior education program
Problem-solving interventions
Academic tutoring
Adult mentors

Primary Prevention

Universal Support

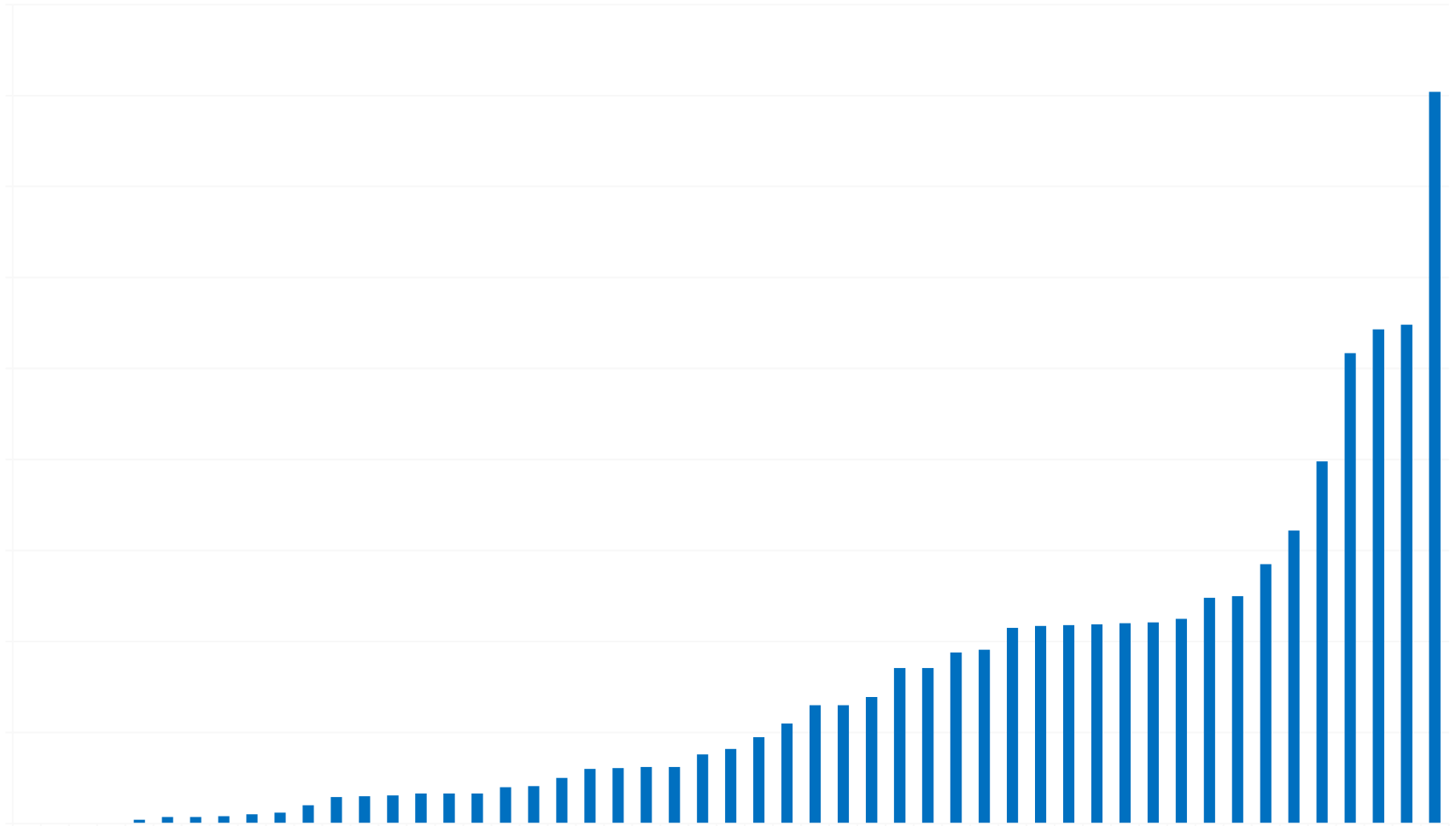
Clearly defined expectations
Expectations taught
Procedures to encourage behavior
Procedures for discouraging behavior
Data-based decisions
Classwide management strategies

School-wide PBS

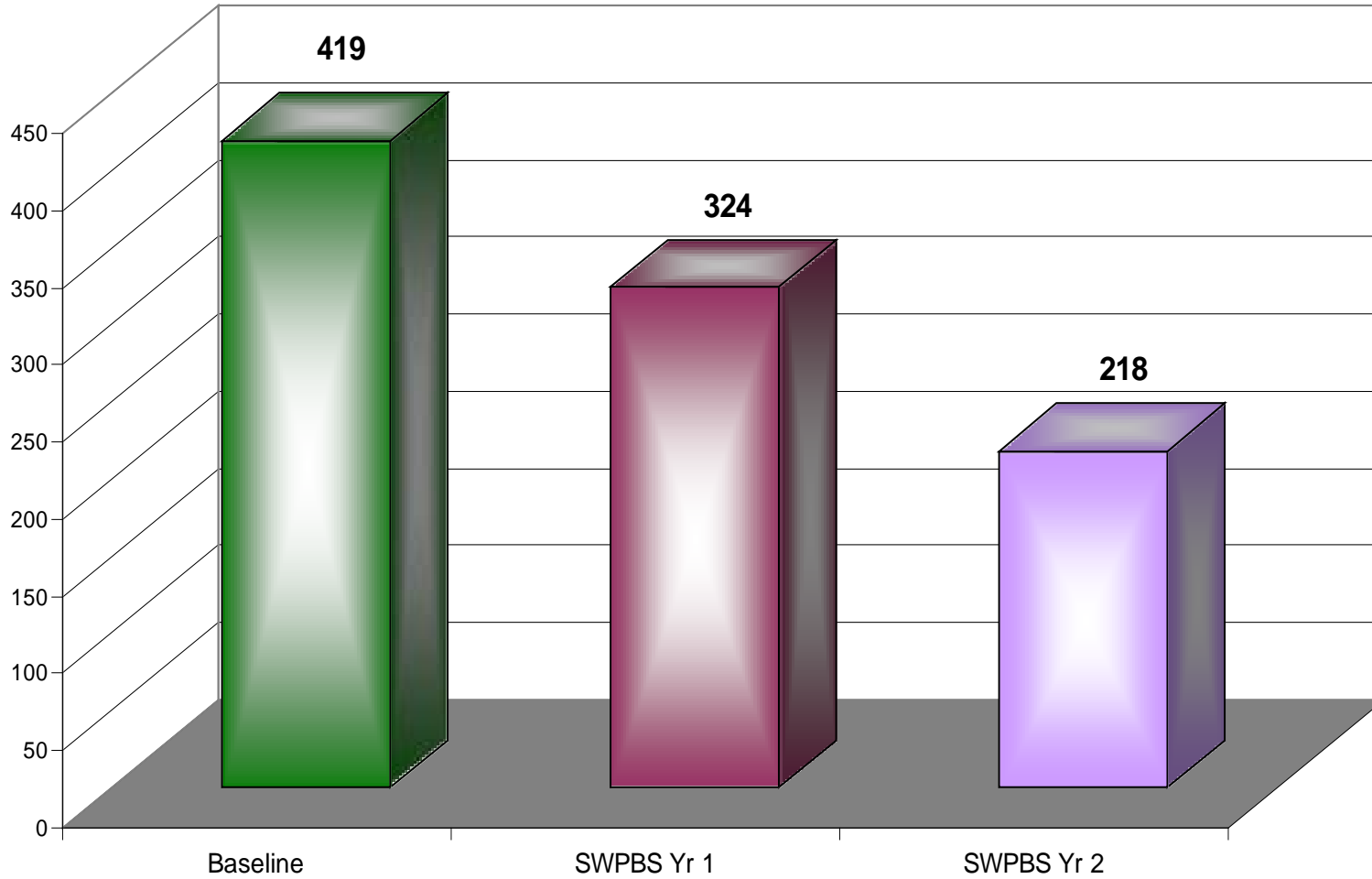
Outcomes



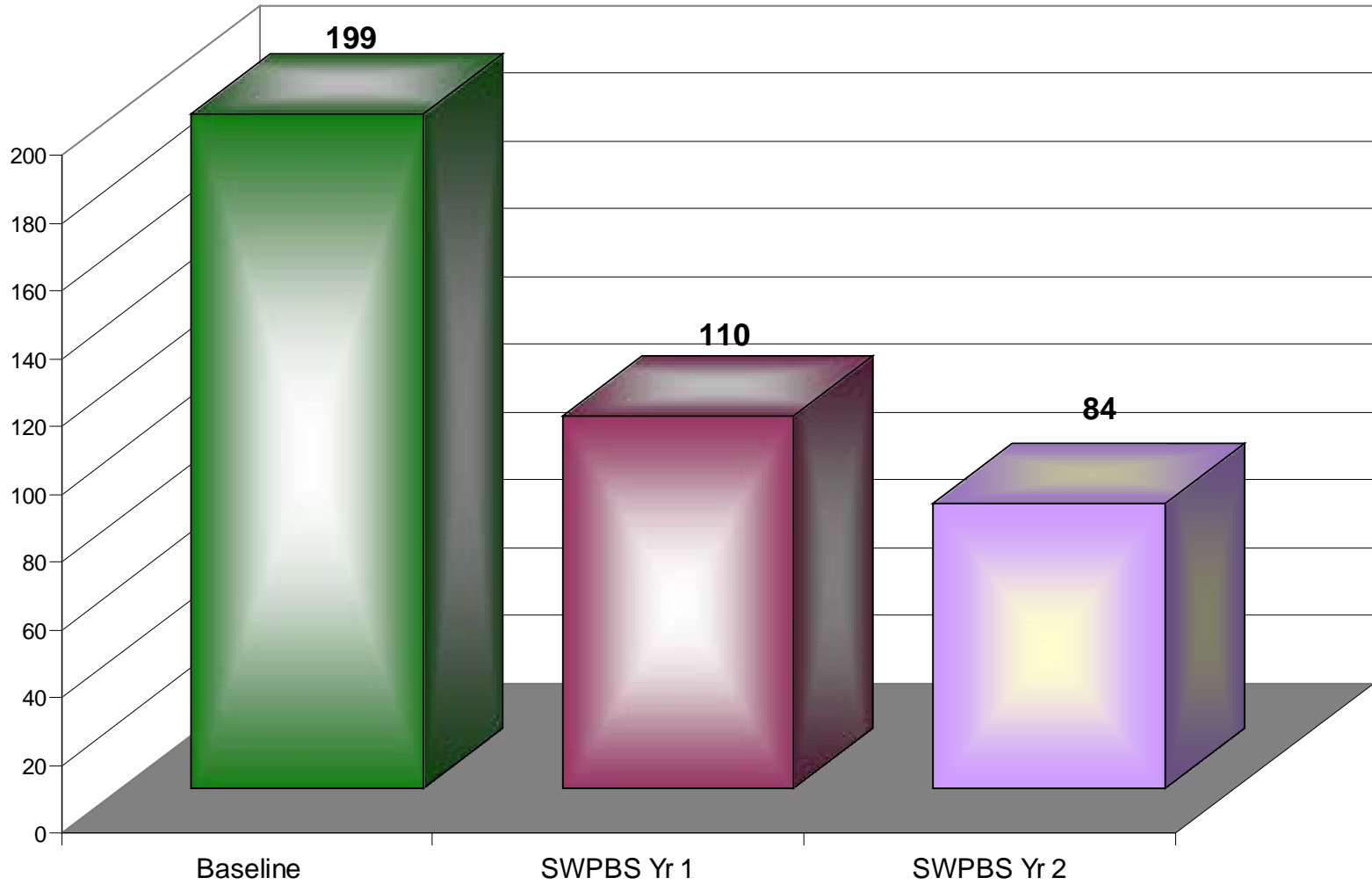
More than 9000 Schools across 44 states implementing school-wide positive behavior support



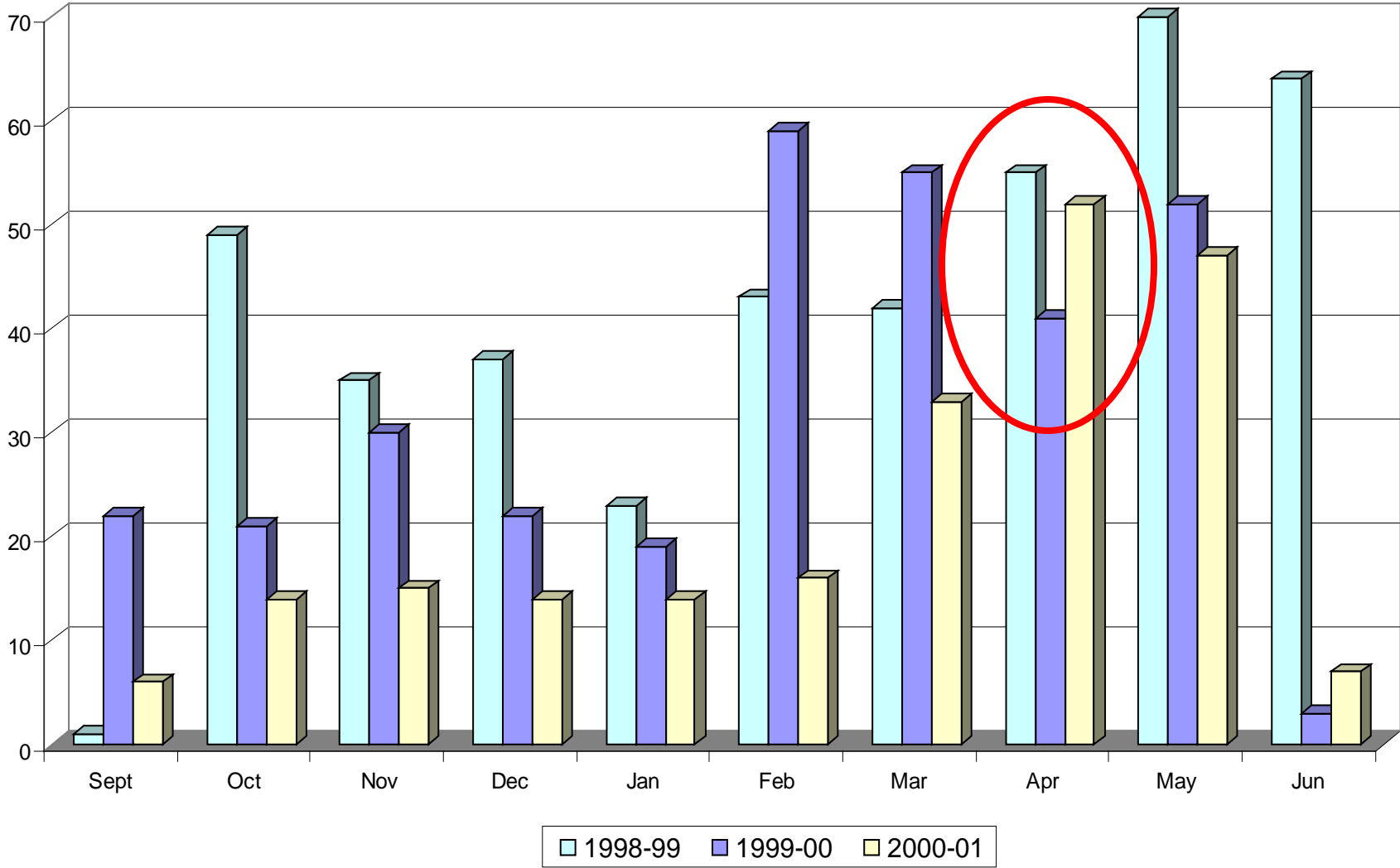
Office Discipline Referrals - 3 Year Comparison



Fighting - 3 Year Comparison

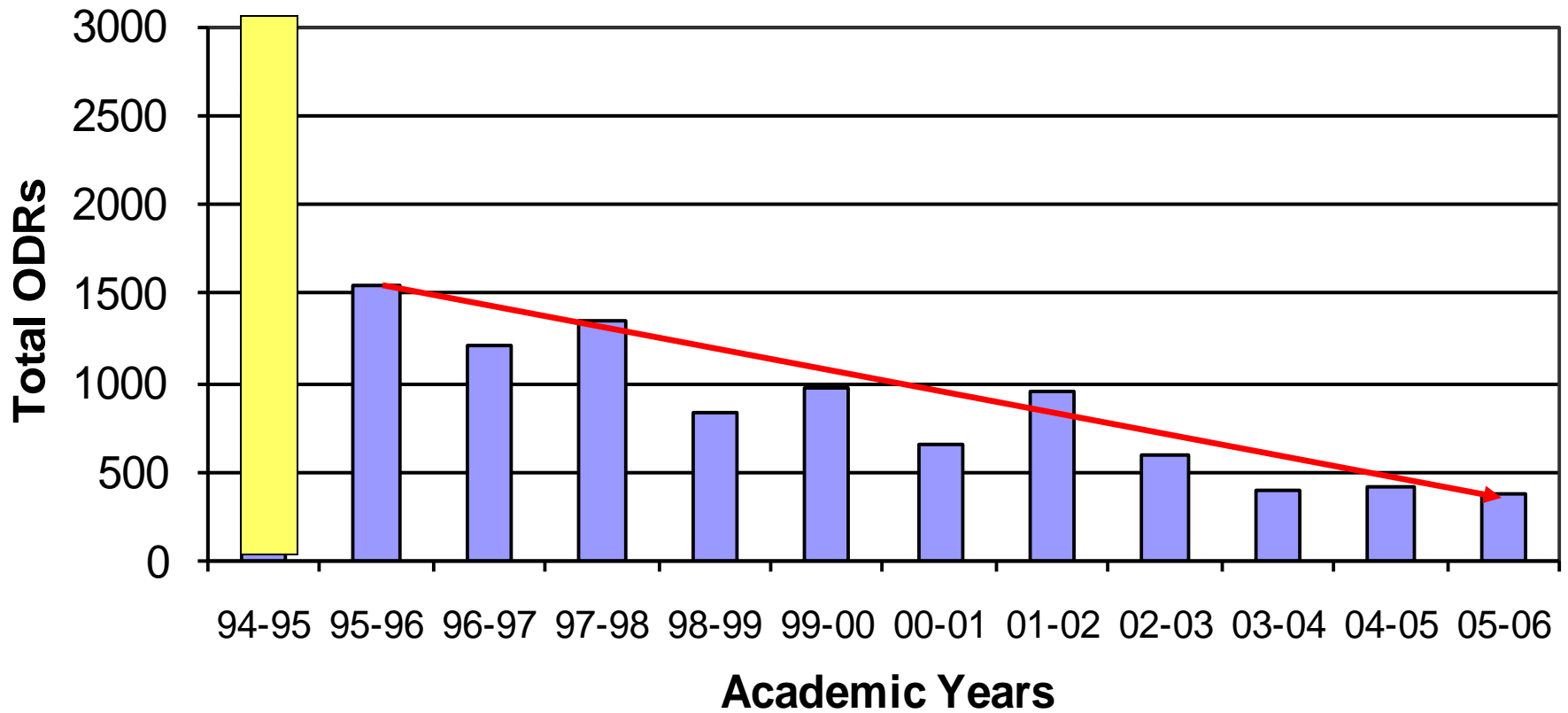


Year to Date - Pink Slip Offenses



FRMS Total Office Discipline Referrals

SUSTAINED IMPACT



National Update

Two randomized controlled trials:

■ Horner et al. (in press)

- Lower levels of office discipline referrals
- Improved perception of safety within the school
- Increased proportion of 3rd graders meeting state reading standards

■ Bradshaw et al. (2008)

- Reduced office discipline referrals and suspensions
- Increase in staff perception of organizational health

Reducing JJ System Involvement

- Schools not implementing PBIS
 - National Technical Assistance Center for Positive Behavior Interventions & Support
www.pbis.org
 - Economic stimulus funds (Southern Poverty Law Center)
<http://www.splcenter.org/news/item.jsp?aid=372>
- Schools already implementing PBIS
 - Use/review data to reduce suspensions
 - Examine and address disproportionality in ODRs
 - Additional training and follow-up for teachers

YOUR QUESTIONS

