

Supporting Positive Student Behavior: Changing Practices and Systems

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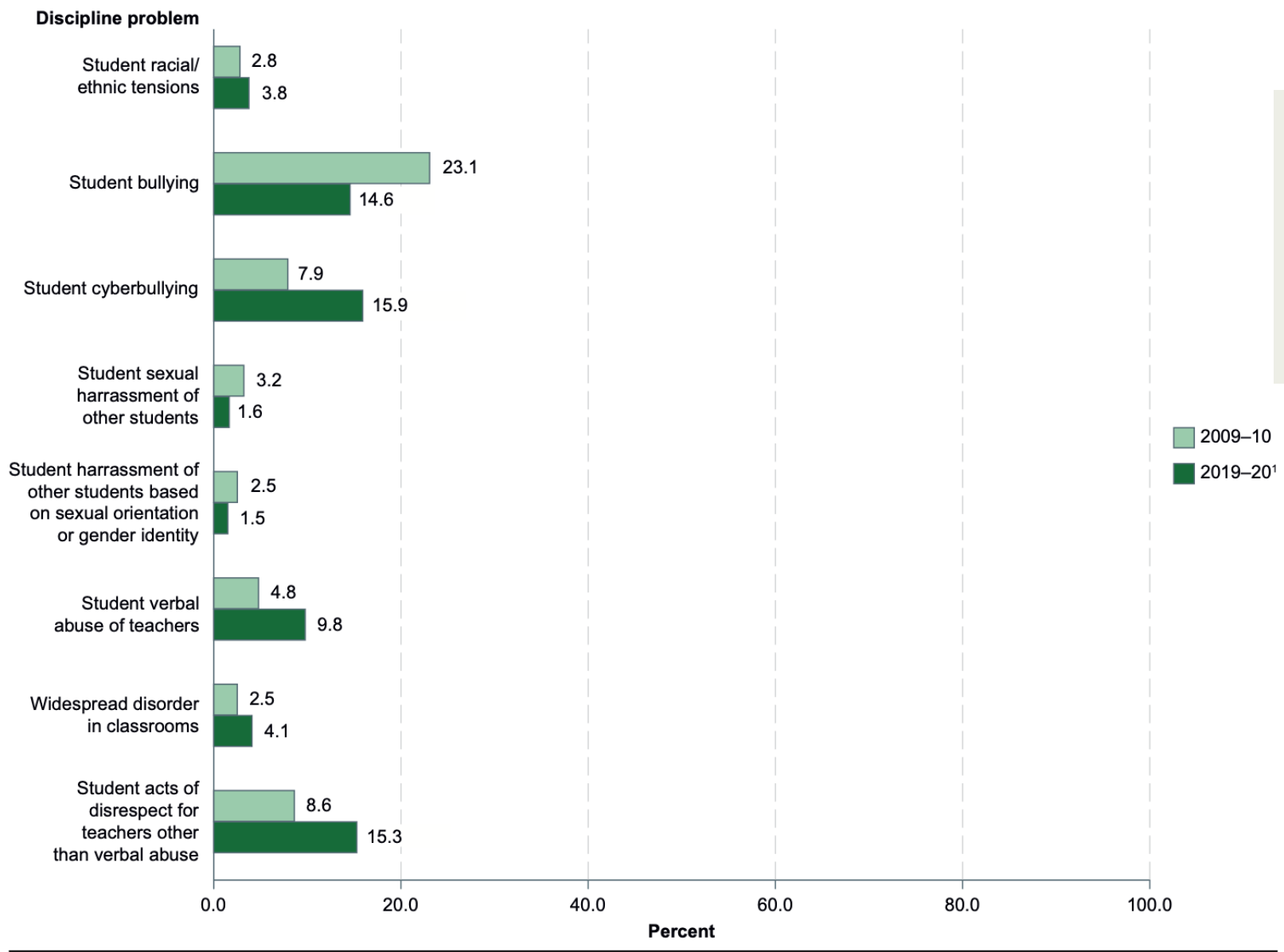


Today's Purpose

Provide you an opportunity to gather ideas, information and resources that will support you and your staff as you increase your district's positive, preventative and proactive approaches to students' challenging behaviors using a tiered intervention approach








Figure 6. Percentage of public schools reporting selected discipline problems that occurred at least once a week: School years 2009–10 and 2019–20



How do your schools compare?
Improvements?
Concerns?

From: Report on Indicators of School Crime and Safety: 2022 (US Department of Ed)

The Percentage of High School Students Who:*	2011 Total	2013 Total	2015 Total	2017 Total	2019 Total	2021 Total	Trend
Experienced persistent feelings of sadness or hopelessness	28	30	30	31	37	42	
Experienced poor mental health†	–	–	–	–	–	29	–
Seriously considered attempting suicide	16	17	18	17	19	22	
Made a suicide plan	13	14	15	14	16	18	
Attempted suicide	8	8	9	7	9	10	
Were injured in a suicide attempt that had to be treated by a doctor or nurse	2	3	3	2	3	3	

*For the complete wording of YRBS questions, refer to the appendix.

†Variable introduced in 2021.



In wrong direction



No change



In right direction

How do your student's experiences compare?

Improvements?

Concerns?



How did we get here?

- 87% of public schools reported negative impacts on student socio-emotional development following that the COVID-19 pandemic
- Specific Concerns
 - increased incidents of classroom disruptions from student misconduct (56%),
 - rowdiness outside of the classroom (48 %),
 - acts of disrespect towards teachers and staff (48%),
 - prohibited use of electronic devices (42%)
 - Chronic absenteeism- at least 10% of school year (72%)

How did we get here?

- Overuse of strict discipline policies promoting the use of suspension
 - Research indicates that these strict discipline policies
 - Do not reduce student misbehavior
 - Do not make schools safer
 - Often lead to increases in suspension rates, especially for students of color



How did we get here?

- Research-to-practice gap regarding the use of effective classroom management practices
- Lack of focus on evidence based classroom management practices in many teacher preparation programs.
- Lack of expectations and support for staff to develop effective classroom management practices
 - Note: once staff have developed poor classroom management practices, these can be remarkably difficult to change.

How did we get here?

Consider:

*“If a child doesn’t know how to read, we teach.
If a child doesn’t know how to swim, we teach.
If a child doesn’t know how to multiply, we
teach.*

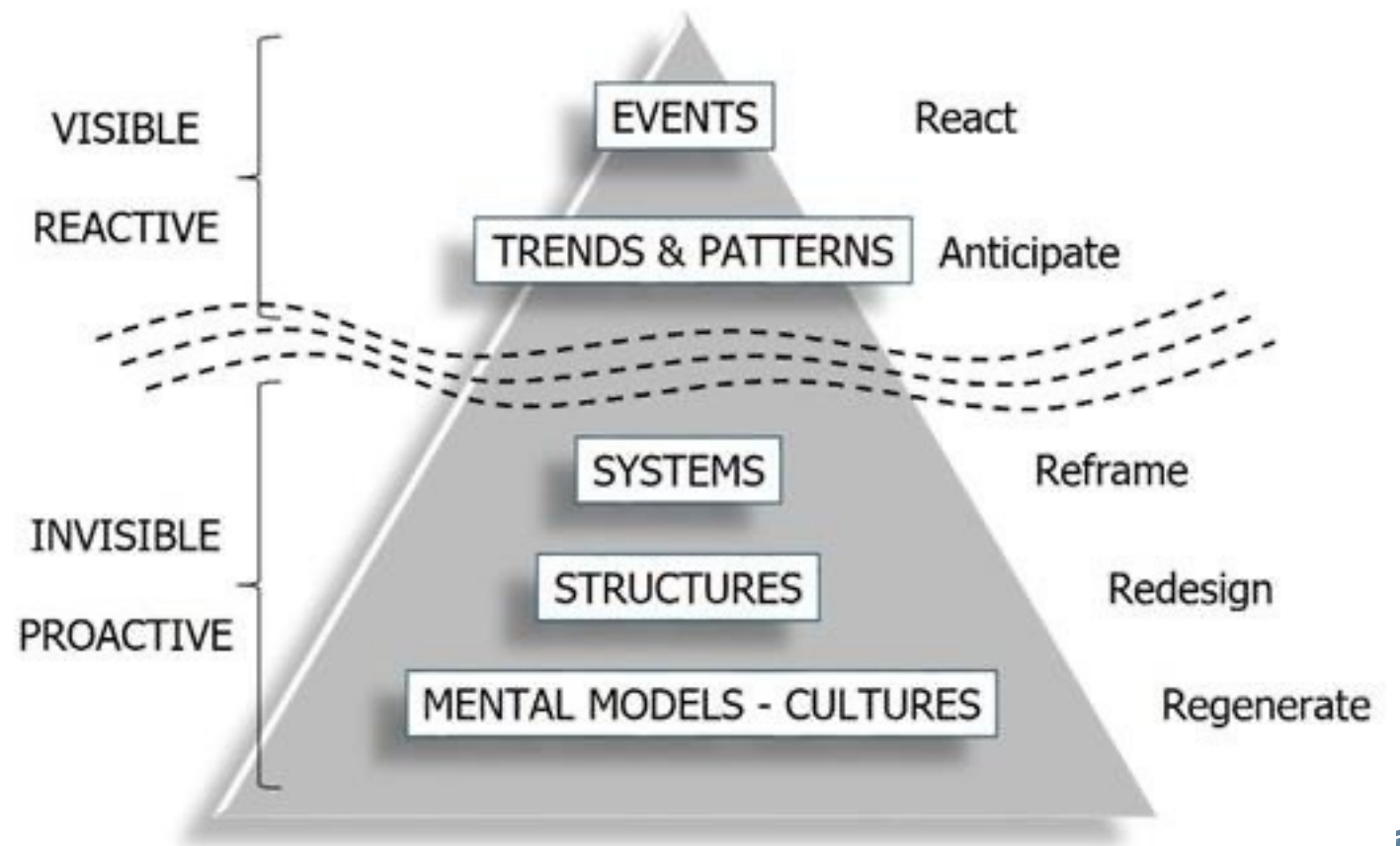
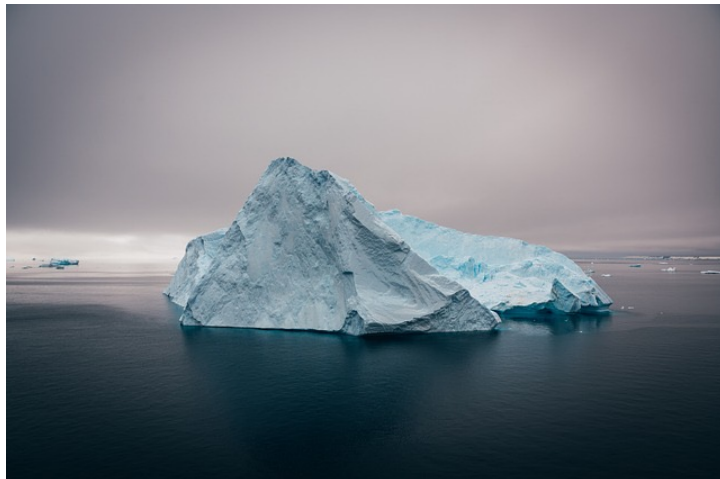
*If a child doesn’t know how to drive, we teach.
If a child doesn’t know how to behave, we
...teach? ...punish?*

*Why can’t we finish the last sentence as
automatically as we do the others?”*

Tom Herner, 1998

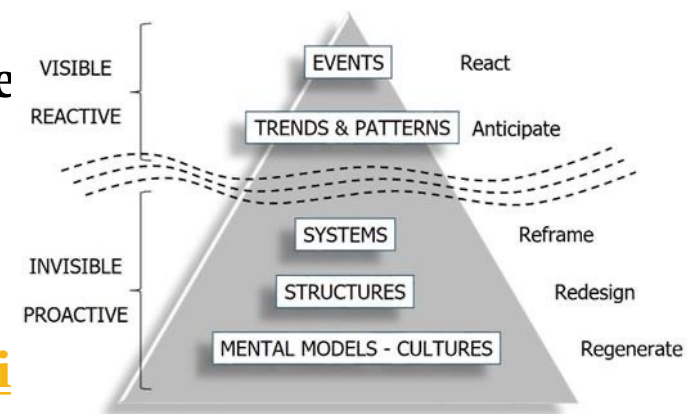


If you continue to only address student behavior at the tip of the iceberg, you will be unlikely to address the systemic practices and beliefs which are contributing to the behavior.



10 Key Policies & Practices for Schoolwide & Classroom-Based Behavior Supports

1. Schools establish structures and processes for their schoolwide behavioral support system
2. Schools have a multitiered system in place that supports the behavioral practices—from the schoolwide to the individualized levels.
3. Schools provide a continuum of strategies to improve behavior that are based on high-quality research.
4. School decisions are guided by schoolwide discipline data.
5. School staff supports are in place.
6. Schools develop culturally relevant practices and supports.
7. Schools create and train teachers to use a classroom management “if-then” chart.
8. Classrooms allow for easy movement and have visibly posted e
9. Classroom behavioral practices are in place.
10. Classroom data systems are in place.



From Meadow Center: with strong evidence of effectiveness from high-quality



Academic Support

Intensive

- Alterable variables
- Individualized intervention plan
- Progress monitoring
- Student Study Team support

Targeted

- Flexible instructional grouping aligned with specific skill and need for support
- Progress monitoring
- Data-based teams

School-wide

- Universal screening
- Evidence-based core curricula
- Effective instructional strategies



Behavior Support

Intensive

- 6+ ODRs
- Full Functional Behavioral Assessment (FBA)
- Wrap-around services

Targeted

- 2-5 ODRs
- Simple FBA
- Group systems for efficient and flexible intervention programming
- Continuous progress monitoring
- Data-based teams

School-wide

- Consistent expectations taught to everyone
- Prevention via social skills instruction
- Office Discipline Referrals (ODRs)

Big Ideas for Effective Behavior Support

1. SYSTEMS (Support Staff Behavior)

How things are done

- Data-based decision making
- Team based problem solving
- Long term sustainability

2. DATA (Support Student Behavior)

How decisions are made

- On-going data collection and use
(ODRs, suspensions, attendance)

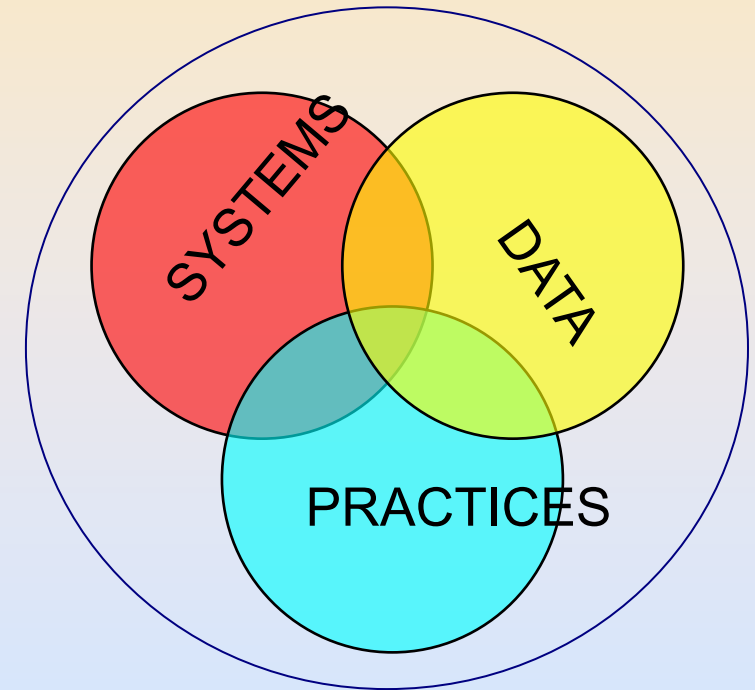
3. RESEARCH VALIDATED PRACTICES

(Support Decision Making)

How staff interact with students

- Direct instruction of social skills
- Functional behavioral assessment
- On going reinforcement of expected behaviors

Social Competence
Academic Achievement





SCHOOL-WIDE BEHAVIOR EXPECTATIONS

BE BULLDOG STRONG!

"BE A SAFE, KIND & RESPONSIBLE LEARNER EVERY DAY!"

Schoolwide PBIS is more than posting Expectations

	HALLWAYS	CLASSROOM	RESTROOM	CAFETERIA	PLAYGROUND/GYM	BUS	ONLINE
BE SAFE 	Hands and feet to self. Walk. Face forward.	Hands and feet to self. Stay in assigned area. Use materials appropriately.	Hands and feet to self. Report problems to an adult.	Hands and feet to self. Walk. Stay seated until dismissed.	Hands and feet to self. Use equipment properly. Report problems to the supervising adult.	Hands and feet to self. Sit in seat. Keep aisle clear. Report problems to the driver.	Remain on assigned websites only. Always ask permission to take pictures or videos.
BE KIND 	Kind words and actions. Quiet voices. Be polite.	Kind words and actions. Be helpful and listen. Respect others' learning.	Respect privacy. Wait your turn. Quiet voices.	Kind words and actions. Be polite and use manners. Quiet voices.	Kind words and actions. Include others. Take turns and share.	Kind words and actions. Respect staff and students.	Kind words and actions. Stay on your assigned Chromebook. Think before you type.
BE RESPONSIBLE 	Keep hallways and locker space clean. Follow directions. Stay with class.	Be prepared. Stay on-task and follow directions. Give your best effort. Support classmates.	Go. Flush. Wash. Leave. Throw away trash.	Only touch and eat your own food. Clean up eating area. Raise hand for help.	Dress for the weather and/or comfortably. Be active. Play fair. Return equipment.	Be prepared and on time. Follow directions. Keep bus clean.	Bring charged Chromebook and charger daily. Use assigned Chromebook for school purposes. Follow directions.
Self-Awareness ◦ Self-Management ◦ Social Awareness ◦ Relationship Skills ◦ Responsible Decision-Making							

"AT ALL TIMES, I WILL INCLUDE OTHERS WHO ARE LEFT OUT AND HELP BY REPORTING ANY BULLYING TO AN ADULT AT HOME AND AT SCHOOL."

WHAT IS PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

TIER 1

Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.

Learn More

TIER 2

Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.

Learn More

TIER 3

At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

Learn More



Table 5.2: Systems Conversations for School-Based Teams

Multidisciplinary Tier 1 Team	Multidisciplinary Tier 2 Systems Team	Multidisciplinary Tier 3 Systems Team
<ul style="list-style-type: none"> • Coordinates and monitors support for all students, all staff, and all settings • Focuses on prevention and early identification of student needs across the school/community • Monitors data to identify when and how to adjust the system to meet the needs of the whole school/community • Develops decision rules for when a student receives additional interventions • Reviews aggregate data from both school and community 	<ul style="list-style-type: none"> • Coordinates and monitors interventions for groups of students needing support beyond Tier 1 • Ensures data-based selection of evidence-based practices for small groups of students • Monitors and ensures timely access for students identified through data and/or request for assistance from student, family, or staff • Reviews how many interventions are in place, how many students are supported through each intervention, and how many of those students are responding 	<ul style="list-style-type: none"> • Coordinates and monitors interventions for all students receiving individual interventions • Ensures data-based selection of evidence-based practices for individual students • Monitors the number of students receiving individual interventions • Evaluates the number of students are responding to individual intervention • Considers needs for additional staff PD and coaching as needed per aggregate data review of the effectiveness

How are your schools doing?

1. How closely do your building teams match these descriptions?
2. What leadership actions have YOU taken, or might YOU take to support the alignment of your building teams with recommended practices?



Addressing Mental Health Needs



Evidence of Impact of PBIS

- **Improved academic achievement** (McIntosh, Chard, Boland, & Horner, 2006)
- **Reduced student discipline referrals and suspensions** (Anderson & Kincaid, 2005; Frey, Lingo, & Nelson, 2008)
- **Improved social emotional functioning** (Kincaid, Knoster, Harrower, Shannon, & Bustamante, 2002, Bradshaw et al., 2012)

- [Introductory Video](#)
- [PBIS: Interconnected Systems Framework](#)



Benefits of ISF

- **Uncovering students with mental health needs earlier**
- **Linking students with needs to evidence-based interventions**
- **Data tracking system to ensure youth receiving interventions are showing improvement**
- **Expanded roles for clinicians to support adults as well as students across all tiers of support.**
- **Healthier school environment**



PBIS Tier 1: Core Practices

PBIS.org

- Schoolwide Positive Expectations and SEB Skills are Defined and Taught
- Procedures for Establishing Classroom Expectations and Routines Consistent with Schoolwide Expectations
- Continuum of Procedures for Encouraging Expected Social, Emotional Behavior
- Continuum of Procedures for Discouraging Unwanted Behavior
- Procedures for Ensuring School-Family Partnerships



PBIS Tier 2: Key Features & Benefits

PBIS.org

Key Features

- Continuously available
- Accessible within 72 hours of referral
- Very low effort by teachers
- Aligned with school-wide expectations.
- Implemented by all staff/faculty in a school.
- Flexible and based on assessment.
- Function-based
- Allocated adequate resources
- Student chooses to participate.
- Continuously monitored

Benefits for Students

- Increased instruction and practice with self-regulation and social skills
- Increased adult supervision
- Increased opportunity for positive reinforcement
- Increased pre-corrections
- Increased focus on possible function of problem behavior
- Increased access to academic supports



PBIS Tier 3: Intensive Individualized Supports

- Individualized Behavior Planning
 - Function Based Assessment
 - Comprehensive Behavior Support Plan (using function based Interventions)
 - Aligning with Intensive Academic Interventions
 - Ongoing Progress Monitoring
- Wraparound Services
- Person Centered Planning

Pbis.org



Title & LAP Services

OSPI's Behavior Menu of Best Practices

Student-Centered Practices and Strategies

Behavioral Health**	<i>Research-Based</i>
Behavior Support and Monitoring Practices**	<i>Research-Based</i>
Mentoring	<i>Research-Based</i>
Peer Mediation	<i>Promising</i>
Restorative Justice	<i>Promising</i>
Social Skills Instruction**	<i>Research-Based</i>

Educator-Focused Practices and Strategies

Behavior Consultant Teacher/Instructional Coach	<i>Research-Based</i>
De-escalation	<i>Promising</i>
Professional Learning Communities	<i>Promising</i>
Targeted Professional Learning	<i>Research-Based</i>
Trauma-Informed Approaches	<i>Promising</i>

Transition and Readiness Practices and Strategies

Credit Retrieval and Mastery of High School Standards	<i>Promising</i>
Grade 8 to High School Transitions	<i>Promising</i>
Kindergarten Transitions	<i>Promising</i>

Family and Community Practices and Strategies

Family Engagement	<i>Research-Based</i>
School-Community Partnerships**	<i>Research-Based</i>

When you are hearing from staff:

- *I am always exhausted*
- *I have to admit, I just don't like this kid*
- *How can I be expected to do any more? I have 26 other students in the room*
- *They make me so mad. It's impossible to remain calm*
- *I just want that student out of my room!*

Provide your staff with stress reduction skills

- Deep muscle relaxation
- Journaling
- Balanced Lifestyle
- Positive Self-Talk
- Visualization
- Identify Student Strengths

And lastly- attend to Staff Self-Care

[Example: Seven Ways Mindfulness can help teachers](#)

From: Early-Stage Interventions: Behavior Strategies for Every Teacher (2020) Sprick, Sprick, Sprich & Coughlin



Mindfulness helps staff

1. Understand their own emotions better
2. Communicate more effectively with students
3. Manage students they find difficult
4. Set up a positive learning environment
5. Strengthen their relationships with students
6. Slow down when they need to
7. Build community

Explore Evidence Based Interventions

- **National Center on Intensive Interventions**
 - <https://charts.intensiveintervention.org/bintervention>
- **What Works Clearinghouse**
 - <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Behavior>
- **Evidence Based Intervention Network**
 - <https://education.missouri.edu/ebi/interventions/>
- [Menu of Trauma-Informed Programs for Schools](#)
- [Mindfulness Practices from Greater Good Science Center](#) (University of Berkeley)



Some Amazing Free Resources

- [Basic FBA to BIP](#)
 - Free online training modules for Behavior Specialists and School-Wide Training by Chris Borgmeir, Sheldon Loman, Kathleen Stickland-Cohen & Kansa TASN
- [Tier 2 PBIS Workbook and Resources](#) (Missouri)
- [Tier 3 PBIS Workbook and Resources](#) (Missouri)
- [Online PBIS Assessment](#)
 - Tiered Fidelity Inventory (TFI), School Climate Survey, Benchmarks of Quality, Self-Assessment Survey, Early Childhood Benchmarks of Quality
- [For Intensive Tier 3 Interventions- Autism Internet Modules](#)
 - Examples: Discrete Trial Training, Structured Teaching, Visual Supports, PECS, Social Narratives (Stories)



Questions, Comments, Thoughts.....



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