

Missouri School-wide Positive Behavior Support: (MO SW-PBS)



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To Clarify -

- PBS = PBIS = EBS = SW-PBS.....
- PBIS National Center:
 - Co-directors are Dr. Rob Horner, University of Oregon; Dr. George Sugai, University of Connecticut; and Dr. Tim Lewis, University of Missouri
 - National center funded by OSEP
 - Missouri one of first pilot states under the guidance of Dr. Lewis

Schoolwide Positive Behavior Support (SW-PBS)

- Provides a framework and process to:
 - **Develop a culture and climate** more likely to increase the social and behavioral skills for ***all*** students
 - **Decrease the likelihood** of inappropriate social and behavioral incidents for all students
 - **Intervene effectively** when incidents of inappropriate social and behavioral persist



Campbell (1995) estimated that approximately 10-15% of all typically developing preschool children have chronic mild to moderate levels of behavior problems.

Children who are poor are much more likely to develop behavior problems with prevalence rates that approach 30% (Qi & Kaiser, 2003).



An estimated 9 to 13% of American children and adolescents between ages nine to 17 have serious diagnosable emotional or behavioral health disorders resulting in substantial to extreme impairment.

(Friedman, 2002)

2001 Surgeon General's Report on Youth Violence: Recommendations

- Change social context to break up antisocial networks
- Improve parent effectiveness
- Increase academic success
- Create positive school climates
- Teach & encourage individual social skills & competence

“School-wide PBS makes the circle bigger rather than put some kids outside of the circle.”

--Rob Horner, Co-Director, National PBIS Center



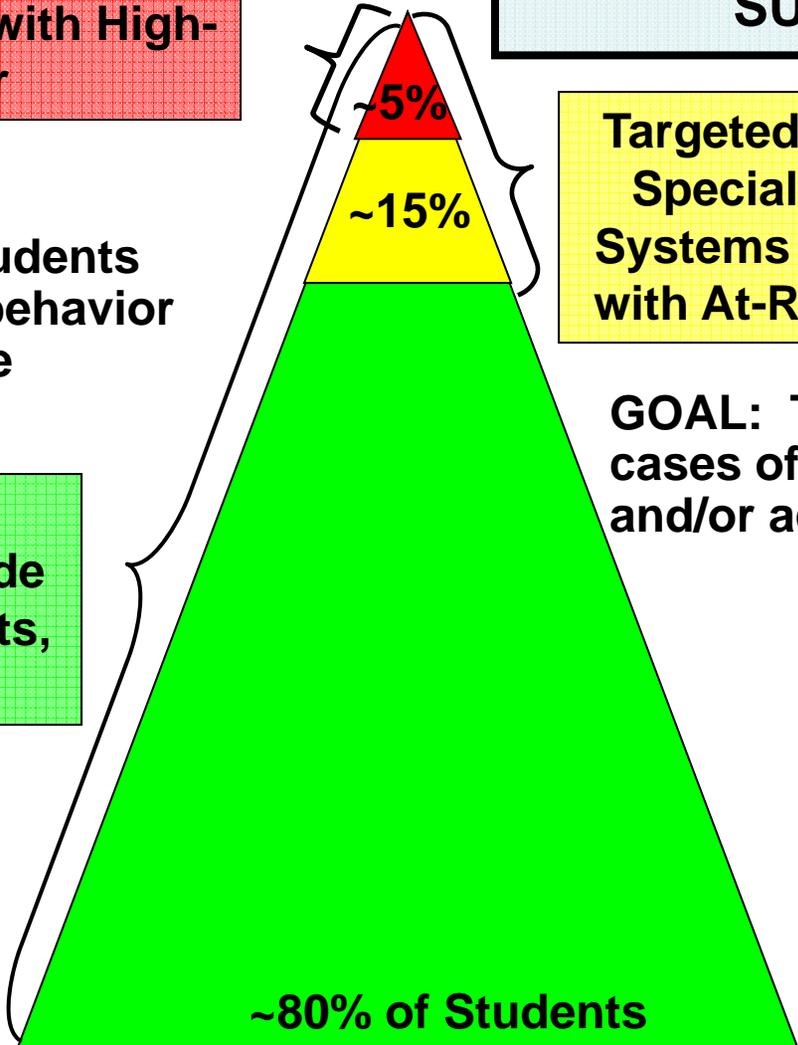
CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

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

GOAL: To reduce intensity/severity of students with chronic problem behavior and/or academic failure

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

GOAL: To reduce new cases of problem behavior and/or academic failure



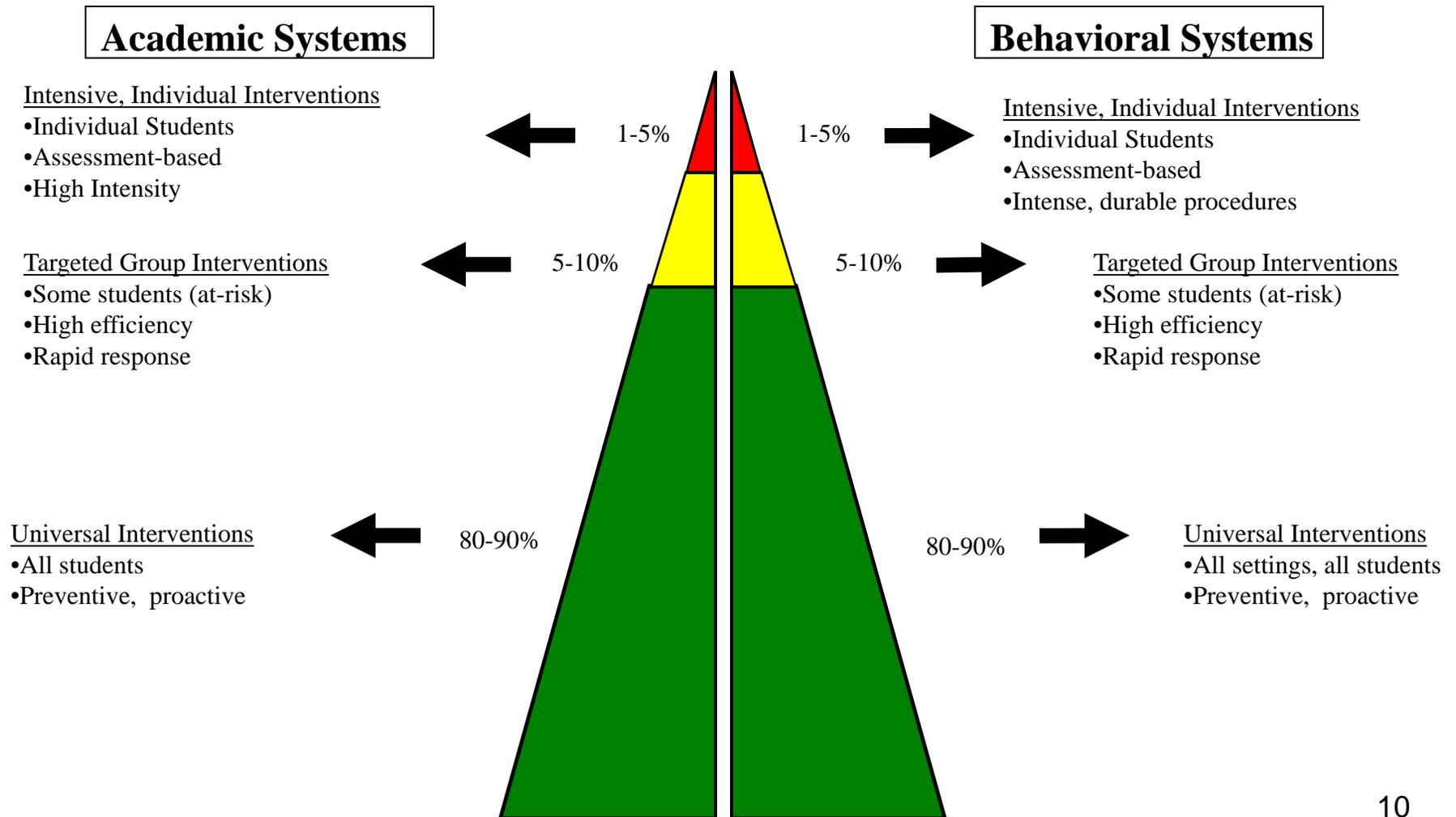
**Targeted Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior**

GOAL: To reduce current cases of problem behavior and/or academic failure

Academic Connection

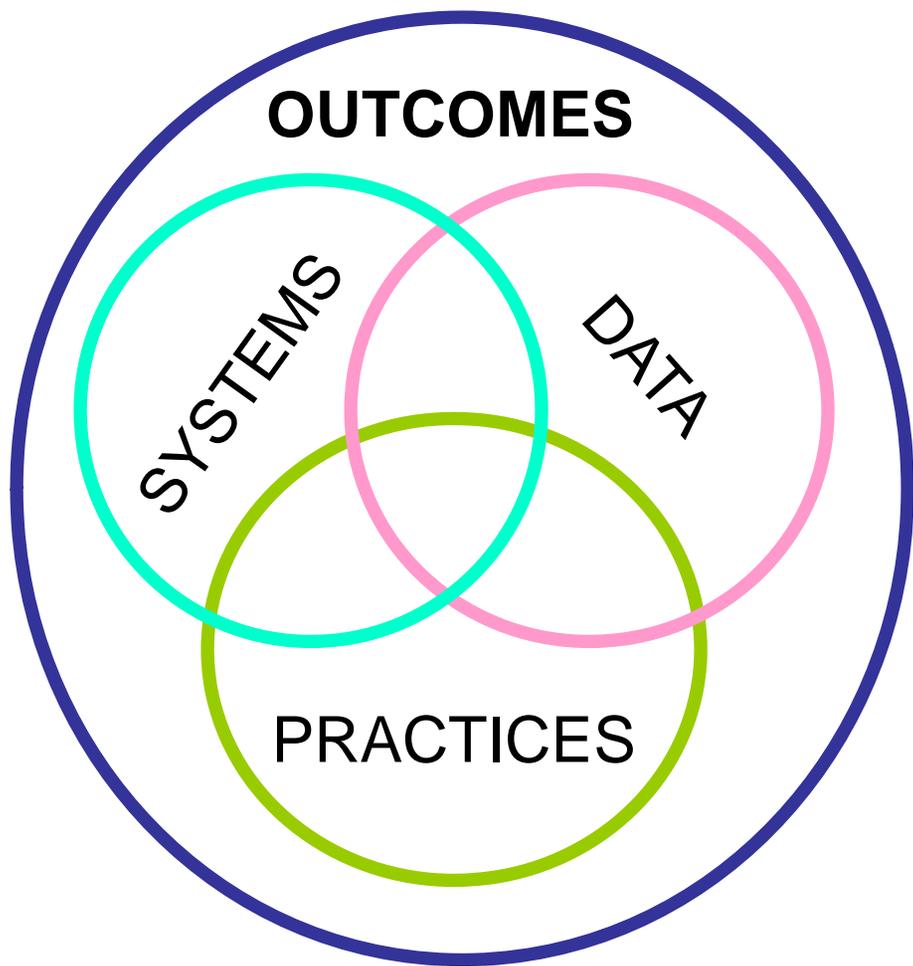
- High Co-morbidity between academic difficulties and social/emotional/behavioral difficulties
- Reading & Language difficulties = early indicator
- Social/emotional/behavioral difficulties = early indicator

Designing School-Wide Systems for Student Success



Positive
Behavior
Support

Social Competence &
Academic Achievement



Supporting
Staff Behavior

Supporting
Decision
Making

Supporting
Student Behavior

Summary of 3-Tiered Logic “Big Ideas”

Systems (*How things are done*)

- Team based problem solving
- Data-based decision making criteria established
- Professional development provided to support initiative

Data (*How decisions are made*)

- On going data collection & use
- ODRs (# per day per month, location, behavior, student, time)
- Curriculum Based Measures (e.g., DIBELS)

Practices (*How staff interact with students*)

- Direct teaching of academic objectives & behavioral expectations
- On-going reinforcement of expected behaviors
- Functional behavioral assessment

Outcomes = Systems, Data and Practices Fidelity

The Seven Components of Schoolwide PBS Systems

1. Administrator support, participation and leadership
2. Common purpose and approach to discipline
3. Clear set of positive expectations (for all students & staff)
4. Procedures for teaching expected behaviors
5. Continuum of procedures for encouraging expectations
6. Continuum of procedures for discouraging inappropriate behavior
7. Procedures for ongoing monitoring and evaluating effectiveness of the PBS system

Primary Teaching Matrix

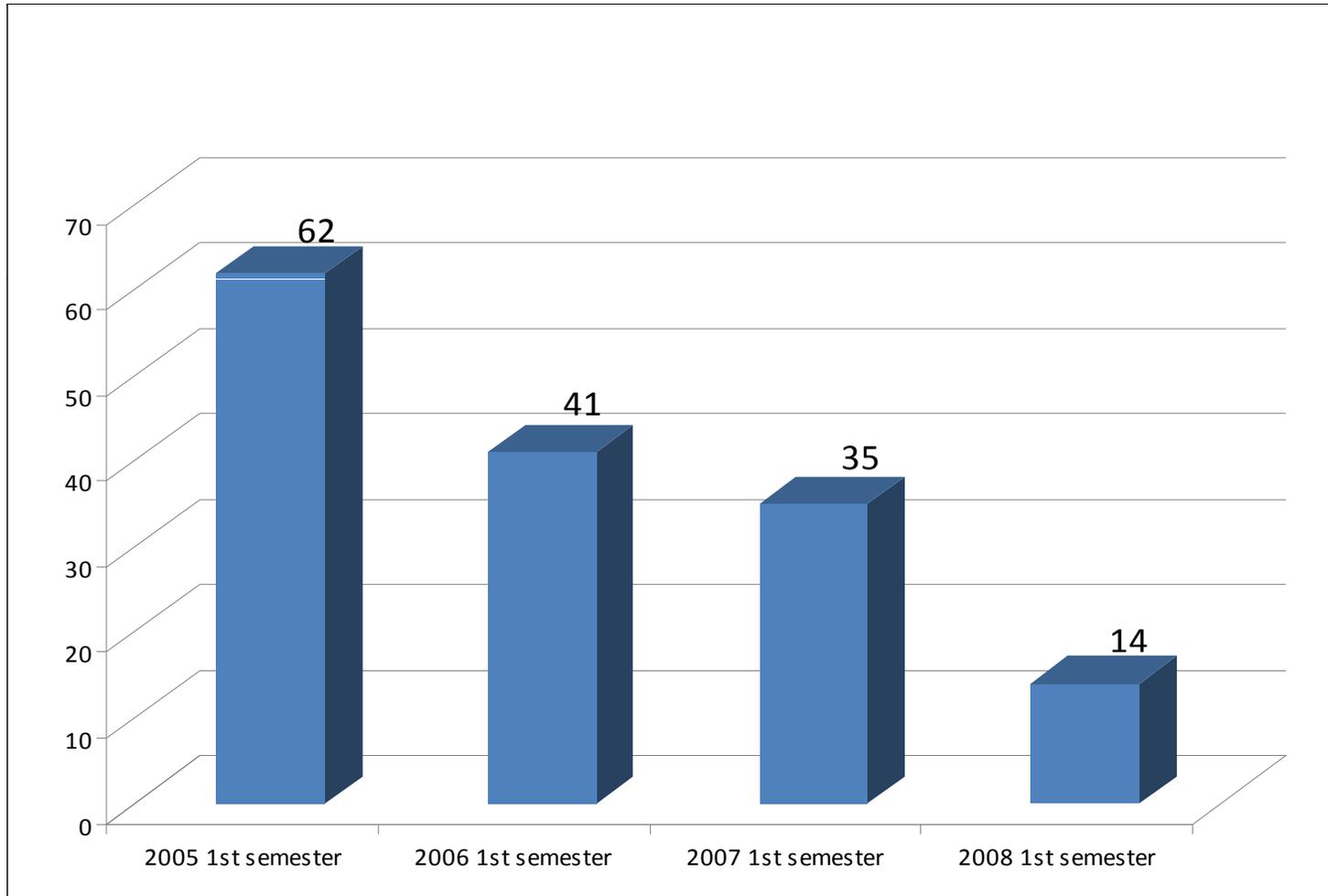
	Classroom	Lunchroom	Bus	Hallway	Playground
Respect Others	<i>Use inside voice</i>	<i>Eat your own food</i>	<i>Stay in your seat</i>	<i>Stay to the right</i>	<i>Wait your turn</i>
Respect Property	<i>Recycle paper</i>	<i>Return trays</i>	<i>Keep feet on the floor</i>	<i>Put trash in cans</i>	<i>At bell return equipment</i>
Respect Yourself	<i>Do your best</i>	<i>Wash your hands</i>	<i>Be at stop on time</i>	<i>Use your words</i>	<i>Have a plan</i>

ELEMENTARY TEACHING MATRIX		Setting						
		All Settings	Hallways	Playground	Cafeteria	Library/ Computer Lab	Assembly	Bus
Expectations	Respect Ourselves	Be on task. Follow directions.	Walk.	Follow playground rules. Ask for help when you need it	Eat all your food. Select foods that you have learned are healthy.	Study, read, compute.	Sit in one spot.	Watch for your stop. Be ready to exit.
	Respect Others	Use kind words. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Use safe skills. Include others. Share equipment.	Practice good table manners as taught	Whisper. Return books.	Listen and watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment as taught. Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Clean up. Use chairs as taught	Wipe your feet. Sit as taught.

HIGH SCHOOL MATRIX

	All School Settings	Classroom	Hallway	Cafeteria
Respect	<ul style="list-style-type: none"> ✓ Polite language with peers and adults ✓ Appropriate volume when talking ✓ Respond when spoken to 	<ul style="list-style-type: none"> ✓ Actively listen ✓ Relate discussion to classroom topic ✓ Polite language with peers and adults ✓ Keep classroom, work area, and materials clean 	<ul style="list-style-type: none"> ✓ Keep to right in hallways and stairwells ✓ Walk at all times ✓ Polite language with peers and adults ✓ Appropriate volume when talking 	<ul style="list-style-type: none"> ✓ Polite language with peers and adults ✓ Appropriate volume when talking ✓ Maintain your place in line
Responsible	<ul style="list-style-type: none"> ✓ Know and follow school expectations ✓ Follow Enter and Exit rules ✓ Follow dress code ✓ Keep all areas clean ✓ Help others when asked ✓ Use restrooms and water fountains for intended purposes 	<ul style="list-style-type: none"> ✓ Bring all needed materials ✓ Stay in designated work area ✓ Work the entire class period as directed ✓ Seek out assistance when needed ✓ Place supplies in designated areas ✓ Complete and turn in all work on time 	<ul style="list-style-type: none"> ✓ Store jackets/coats, backpacks, and electronic devices in your locker (7:20-2:25) ✓ Take most direct route to next class ✓ Give assistance when asked ✓ Keep materials off floor 	<ul style="list-style-type: none"> ✓ Pay for all food ✓ Stay seated in one location ✓ Stay in seat until bell rings ✓ Keep food and drink in cafeteria ✓ Clean up your table and throw trash in receptacles
Ready	<ul style="list-style-type: none"> ✓ Arrive on time ✓ Be ready to participate ✓ Use water fountain and restrooms during passing time 	<ul style="list-style-type: none"> ✓ Be in seat when bell rings ✓ Get out needed materials ✓ Focus on class topic/objective 	<ul style="list-style-type: none"> ✓ Have materials you need for next class ✓ Be aware of people around you 	<ul style="list-style-type: none"> ✓ Go directly to café ✓ Have money and number ready

Marceline R-V: Walt Disney Elementary ODR Comparison



Golden City, MO High School Southwest Region

High School Data	2 nd Semester 2006-2007	2 nd Semester 2007-2008	2 nd Semester 2008-2009
Tardies	265	163	134
Detentions	86	181	88
ISS (#days)	28	50	20
OSS (# days)	11	29	0

Instruction and Discipline

- Missouri School Example

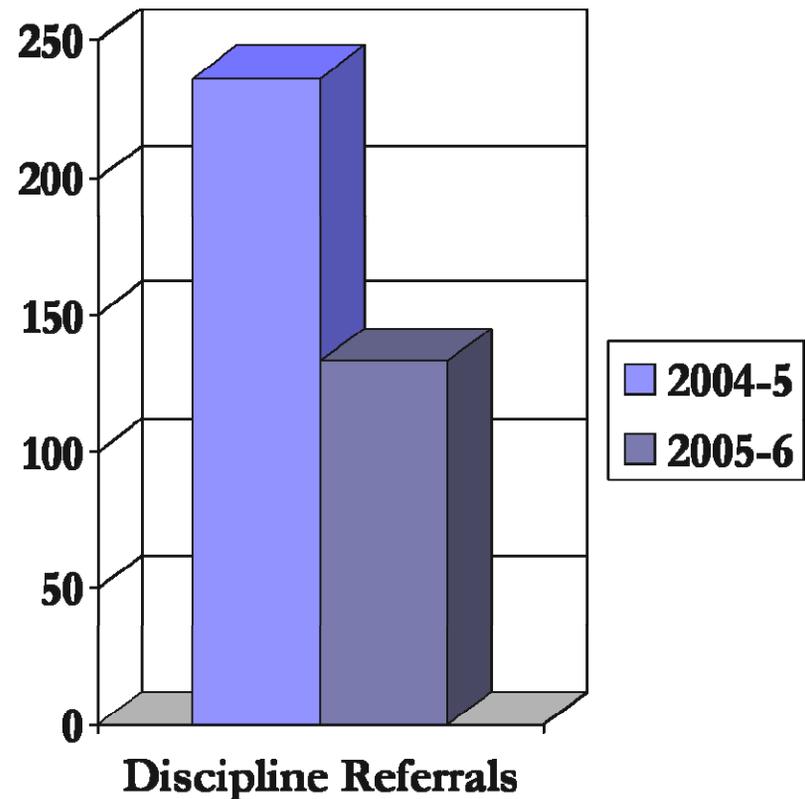
2004-5 = 236 ODR

2005-6 = 133 ODR

- Time gained from 2004-5 to 2005-6

6 Student days

4 Administrator days



Tier 2 & Tier 3: Effective Intervention = RTI

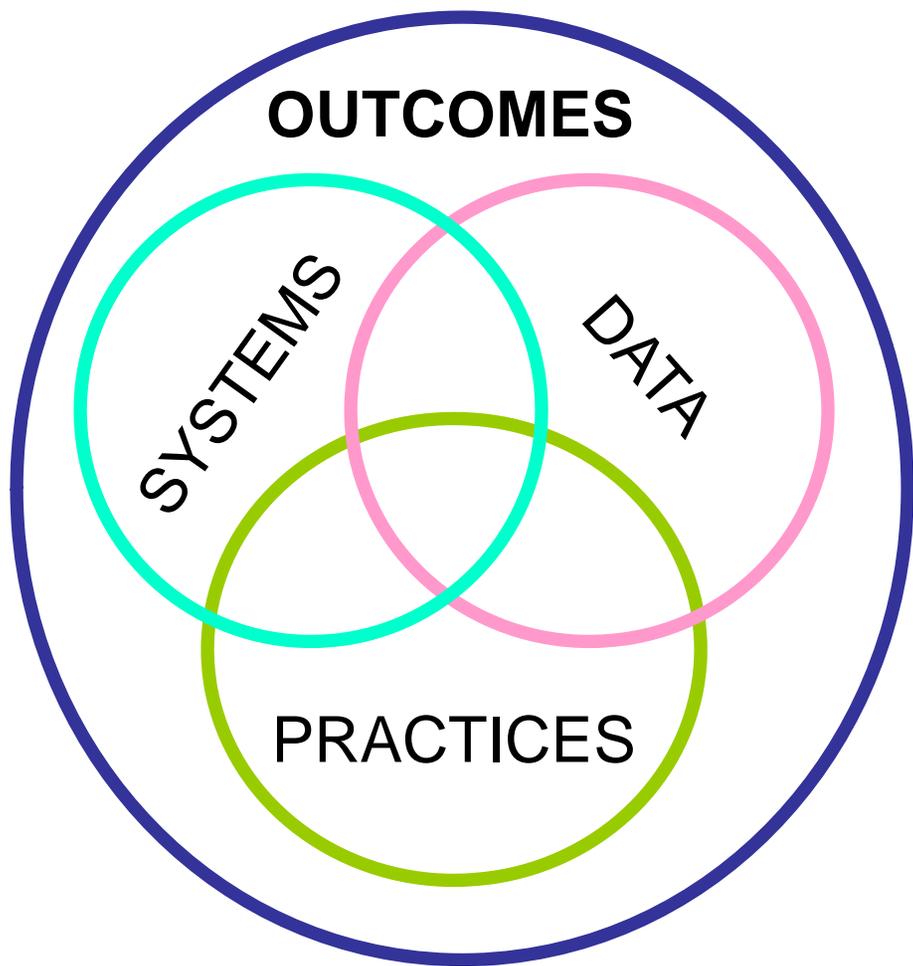
- Universals must be well established and in-place
- Target practices that are preferred or promising (empirically validated)
- Keys
 - Match intervention to student need (Tier 2 and Tier 3)
 - Staff implementing interventions have skills and support
 - ALL staff aware of interventions and their part in promoting generalization
- Focus on the systems to support throughout

Examples of Small Group / Tier 2 Interventions

- ✓ Social Skill Training
- ✓ Self-Management
- ✓ Mentors
 - ✓ Check-in Check-out
 - ✓ Check and Connect
- ✓ Peer tutoring / Peer Network
- ✓ Academic support
- ✓ Individual plans (FBA)

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Small Group / Tier 2 Interventions Summary

- *Systems (How things are done)*
 - Training for ALL staff on procedures
 - Options for students who transfer in during school year
- *Data (How decisions are made)*
 - Systematic way to identify at-risk students (e.g., office referrals, teacher nomination, rating scales)
 - Measure progress and fade support slowly
- *Practices (How staff interact with students)*
 - Within class first option
 - Pull out programs must have generalization strategies
 - Link small group with school-wide rules and social skills
 - Academic & social strategies

Tier 3: Individual Student Support

1. Function Based Individual Supports (FBA)
2. Behavior Intervention Plan (BIP)
3. Infra-structure developed to support behavior change (system change)

FBA – PBS Plan Process

Success factors:

- Individuals with expertise in FBA-PBS
- Fluency with a clear process among all staff whereby roles are clearly defined
- A basic understanding of Applied Behavior Analysis (*Behavior is functionally related to the teaching environment*) among all staff & families

MO SW-PBS Initiative 2005 - Present

- 472 Schools, 158 Districts and Growing
 - Encourage district-level Adoption
- State-level Training through Summer Institute (over 1300 participants June, 2009)
- Regional Trainings throughout Year

Current MO SW-PBS Initiative

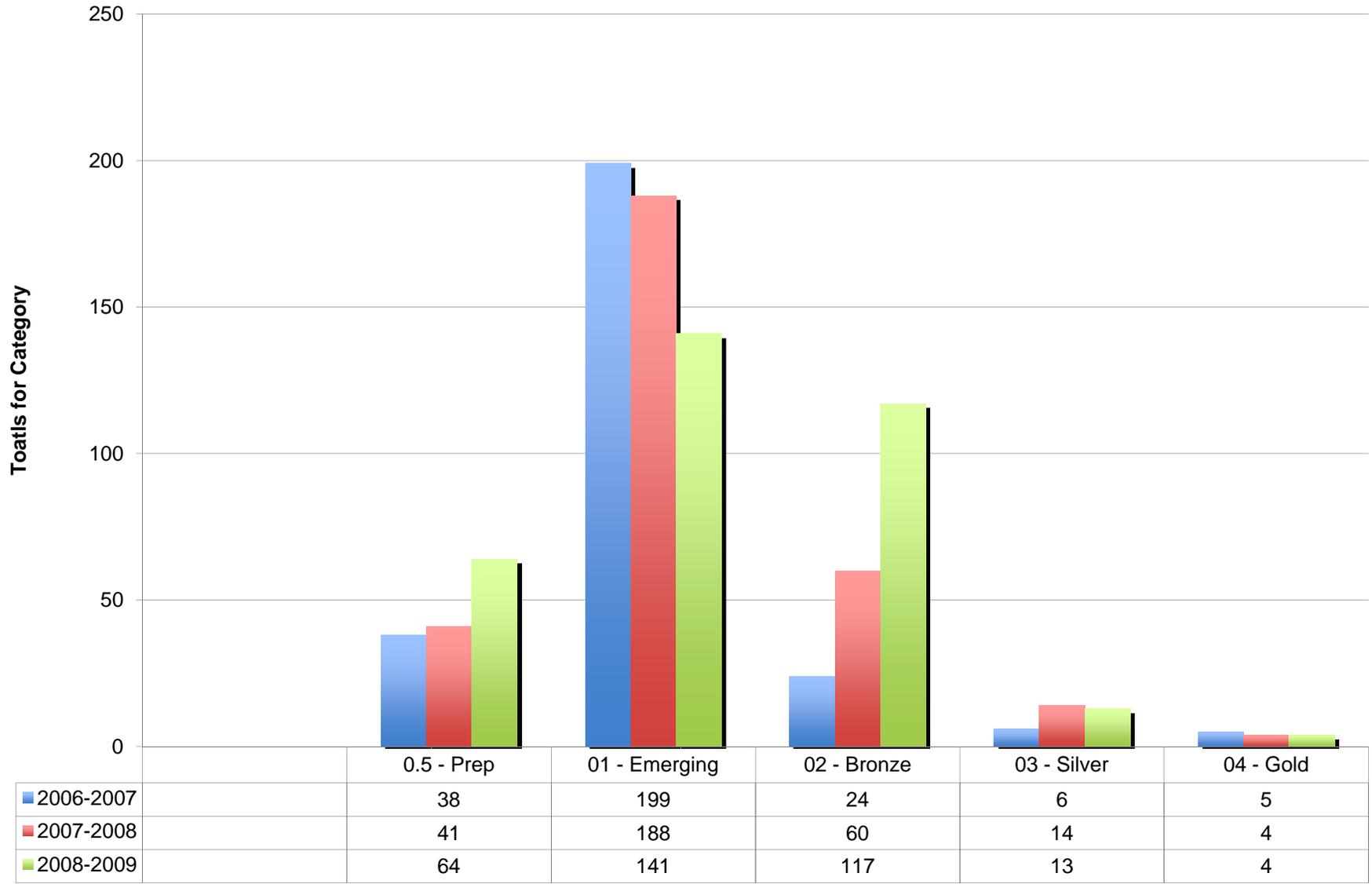
- 13 Regional SW-PBS Consultants through RPDC's:
 - Effective in supporting local coaches
 - Assuring fidelity of implementation in schools/districts
- 3 State-wide Consultants:
 - 2 Secondary / Tertiary Level Consultants
 - 1 State Website & Data Analyst Consultant
- Consultants Trained/Supported Through:
 - Monthly trainings by Dr. Richter, technical support & training by Dr. Lori Newcomer and Dr. Tim Lewis, MU Center for PBS
 - On-going Communication with Ms. LePage & Dr. Richter
 - On-going support by RPDC Directors

SW-PBS Aligns with State and National Goals

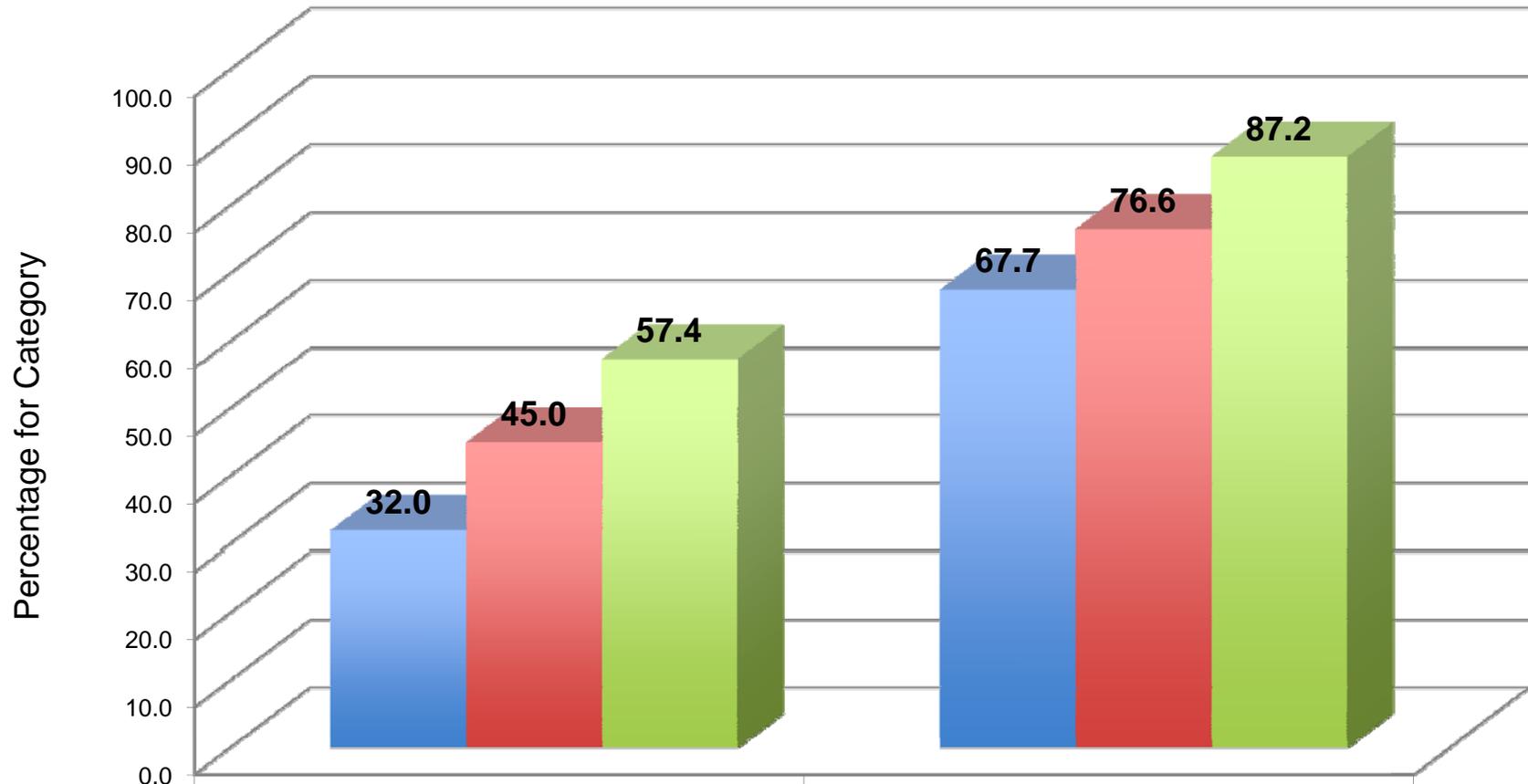
- NCLB & IDEIA
- MSIP
- SPP
- Guidance Curriculum
- NSDC
- RTI
- High School Transition

**See “Why it’s Prudent and Practical” handout*

Missouri SW-PBS Schools By Recognition Category

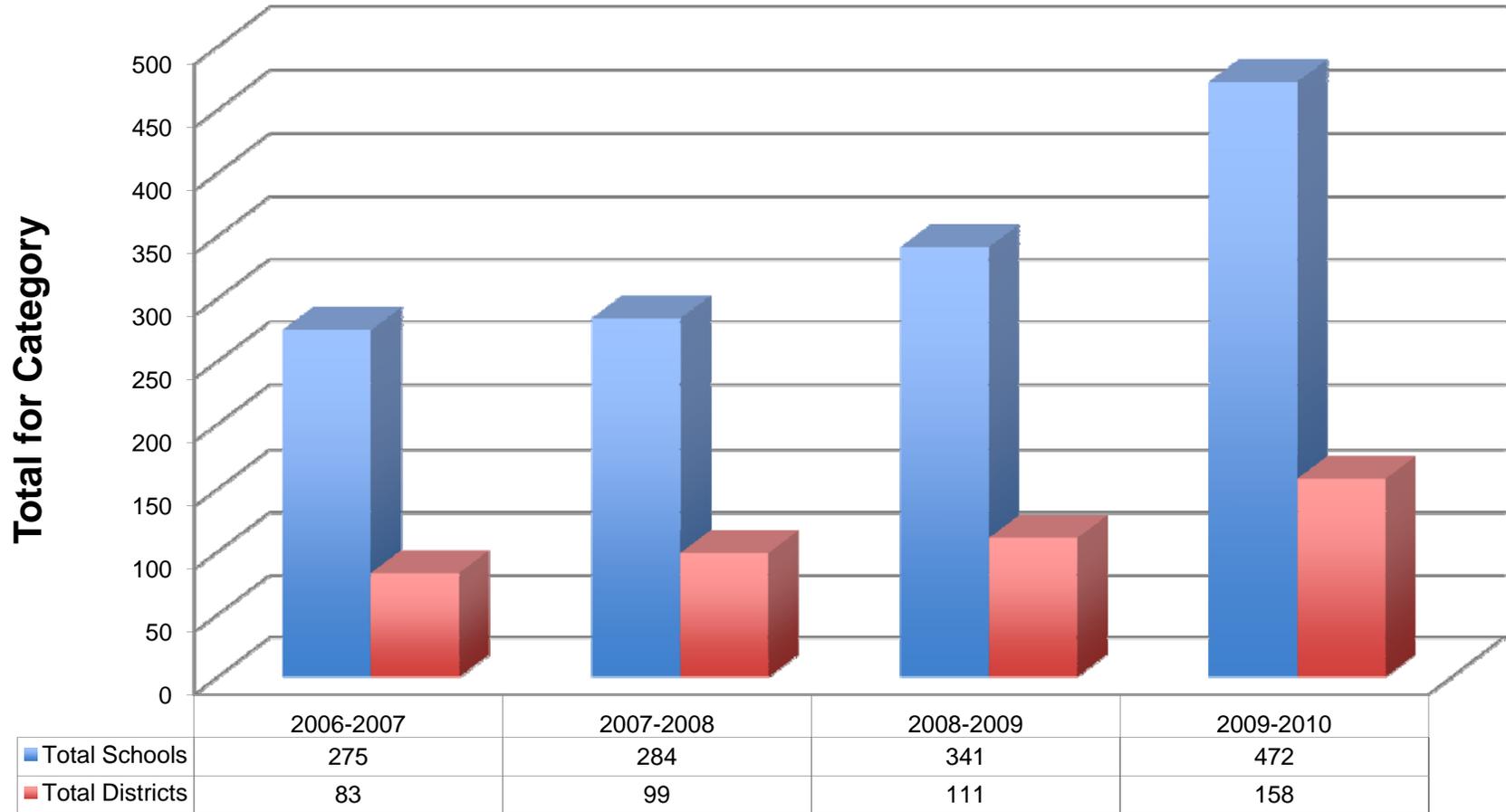


Mo SW-PBS Schoolwide Evaluation Tool By Percentage of Category

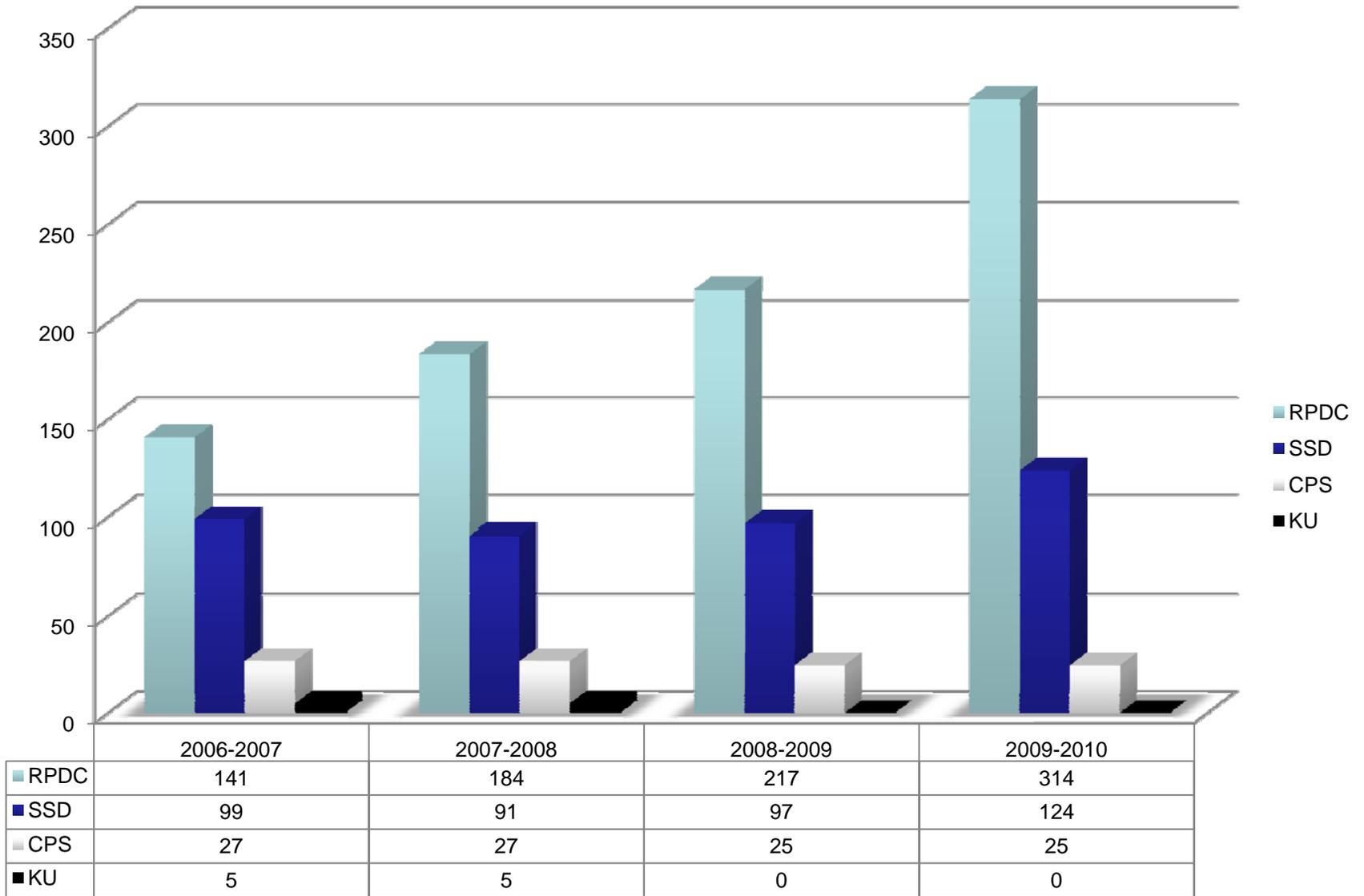


	MO SW-PBS Schools with SETs	MO SW-PBS Schools Attaining 80/80
■ 2006-2007	32.0	67.7
■ 2007-2008	45.0	76.6
■ 2008-2009	57.4	87.2

Missouri SW-PBS Active Schools and Districts (082809)



Mo SW-PBS by Support Source



MO SW-PBS Goals

- Analysis of State Data-base for Long-range Planning
- Upgrading of State Website Resources
- Continue Development of Standardized Training Modules
- Develop Tier 3 System
- Collaborate with other State Agencies to Maximize Resources for All
- Provide Resources for Families

Resources

Missouri SW-PBS website:

<http://pbismissouri.org>

**OSEP National Technical Assistance Center
on Positive Behavioral Interventions and
Support:**

<http://www.pbis.org>

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References

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