Module 1 Guided Notes

Positive Behavior Interventions & Supports: An Overview

Module Objectives

• Describe Positive Behavior Supports and Importance in School Settings
• Provide an Overview of the 3 Tiers of School-wide Positive Behavior Interventions & Supports
• Identify the Impact of Implementing School-wide Positive Behavior Interventions & Supports
• Illustrate the connection between Response to Intervention for Academics and Positive Behavior Interventions & Supports

Jargon Buster

• **Positive Behavior Supports (PBS):** an ___________________ science that uses ___________________ methods to expand an individual’s behavioral repertoire and systems change methods to redesign environments to enhance quality of life and minimize problem behavior (Carr et al., 2002)
• **Positive Behavior Interventions & Supports (PBIS):** a ___________________ for enhancing the adoption and implementation of a continuum of ___________________ - ___________________ interventions to achieve academically and behaviorally important outcomes for all students (Sugai et al., 2000)
• **School-wide PBIS (SWPBIS):** emphasizes four integrated elements: (a) data for decision making, (b) ___________________ outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices
• **Multi-tiered Systems of Support (MTSS):** ___________________ of evidence-based practices focused on prevention and early intervention to address academic and behavioral needs
• **Evidence-based Practices (EBPs):** interventions and supports backed by empirical evidence of effectiveness
What is PBS in School Settings?

- Application of scientifically-validated strategies and systems of prevention to:
  - Increase appropriate behavior (and decrease inappropriate behavior)
  - Increase academic performance
  - Increase safety and well being
  - Establish a positive school culture

- PBS can be employed at the school-wide, classroom, targeted group, and individual student level

PBIS Framework

- Framework consists of 4 integrated elements
  - Outcomes: Measurable goals of ______________ and ______________ success
    1. E.g., 95% daily attendance rate, reduction in suspensions
  - Data: Ongoing collection of information that will help inform decisions regarding effectiveness
    2. E.g., Office Discipline Referrals, Attendance, Grades
  - Systems: Supports provided to staff to implement PBIS
    3. E.g., School-wide Expectations, Discipline Referral Process
  - Practices: Procedures and techniques utilized by school to promote expected behaviors
    4. E.g., Posted Expectations, Systematic Observation, Caught Being Good Tickets

Why is PBS Important in School Settings?

- There is an increasing need to address the ______________ and ______________ well-being of children in our schools today.
  - Teachers report that students are increasingly ______________ to meet the academic and behavioral expectations at schools, with less support from families
Although school violence has decreased, there is an ________________ proportion of the school-age population experiencing academic and behavioral difficulties, displaying anti-social behaviors, and becoming entangled with juvenile justice systems.

- Media attention has increasingly focused on “failing” schools and sensational bullying events.
- There are increasing degrees of school bullying, relational aggression and other forms of ________________ student behaviors that disrupts the learning environment and can impede healthy child development and achievement.

PBIS Schools

- In the USA, over 18,000 PBIS schools (www.pbis.org)
- In PA, over 350 PBIS schools are formally participating in the PA PBS Network

Inappropriate Student Behavior

- Student actions that are not consistent with behavioral expectations at school.
  - There are two general types of inappropriate student behavior:
    - **Nuisance behavior—Inconsequential**
      - Inappropriate behavior that does not appear (by itself) to be ________________ or ________________ at that moment in time (e.g. off-task behavior, calling out without raising hand).
    - **Problem behavior—Consequential**
      - Inappropriate behavior that is harmful and/or unsafe which must be ________________ stopped with the student redirected to act in more appropriate manner (e.g. aggressive behavior such as hitting and/or property destruction).
Bullying

School Bullying

• Type of bullying that occurs in _______________ with education, either inside or outside of school. Bullying can be physical, verbal, or emotional and is usually repeated over a period of time.

Relational Aggression

• Form of emotional bullying behavior emphasizing _______________ to harm others by manipulation of _______________ standing or relationships (excluding others, starting rumors, gossiping).

School-wide PBIS [SWPBIS]

☐ Prevention-oriented multi-tiered approach applied across all settings at school
  ☐ Students have _______________ to instruction and supports to prevent the development and occurrence of inappropriate behavior
  ☐ Emphasizes _______________ behavior within/across all school contexts (e.g. classroom, hallway, other common spaces)

PBIS: Universal Prevention- Tier 1

• Core principles of PBIS:
  o We can effectively teach _______________ behavior to all children
  o _______________ early
  o Use of a multi-tier model of service delivery
  o Use research-based, scientifically validated interventions to the greatest extent available
  o _______________ student progress to inform design/delivery of interventions
  o Use _____________ to make decisions
PBIS: Universal Prevention - Tier 1

- ____________________________ Prevention is significant in that it moves schools’ emphasis from reactive approaches to proactive systems.
- Cohesively unites all the adults in using________________________ language, common practices, and consistent application of reinforcement to promote expected behaviors.

PBIS: Universal Prevention - Tier 1

- Behavioral expectations are ____________________________, explicitly taught, and ____________________________ with all students by all staff at school.
  - E.g., Be Respectful, Be Responsible, Be Safe
- Frequent and ____________________________ reinforcement for demonstration of expected behaviors
  - Behavior-specific praise. “Great job being safe in the computer lab.”
- _____% - ______% of students in most schools will sufficiently respond to Universal Prevention (i.e., will not engage in significant misbehavior or chronic nuisance behaviors).

PBIS: Tier II (Targeted Prevention)

- Students who do not respond ____________________________ to Universal Prevention (i.e., have been sent to the office 2-5 times during the academic year due to significant misbehaviors) require Tier II supports
- Emphasizes more intensive instruction and reinforcement through ______________ interventions and supports (e.g. mentoring, check-in check-out, check / connect programs, self-monitoring).
- _____ -- _____% of students in most schools may require Targeted Prevention
PBIS: Tier III
(Individual, Intensive Intervention)

- Students who do not respond sufficiently to Universal and Targeted Prevention (i.e., have been sent to the office _____ or more times during the academic year due to significant misbehaviors) require intensive, __________________________ interventions and supports (Tier III)
  - Often integrate supports from other __________________ services in tandem with application of wraparound approaches.
- ______ - _____% of students in most PBIS schools may require Individual Intensive interventions based on the results of a functional behavior assessment (FBA); Once the function (purpose) of the inappropriate behavior has been identified, an intervention plan to improve the behavior is developed

What is the Impact of SWPBIS?

- Is it worth the effort?

The Cost of Discipline

- Each time a student receives an office discipline referral (ODR) and sent to the office, it costs approximately ________ minutes of time (45 minutes if the incident results in a suspension)

Less ODRs ➔ More Instructional Time

- Academic Gains have been ________________ to implementation of SWPBIS
  - Teachers spend less time disciplining and more time ________________
  - Students are more actively engaged with more opportunities to learn

Impact of SWPBIS

- Reduction in problem behaviors¹ and office discipline referrals²
- Improved academic gains and social behavior³
- Supports teachers’ well-being and sense of competence⁴
Impact of SWPBIS on Teachers

- Encourages a positive, ________________ school culture
- Teachers have the opportunity to ____________________ with their colleagues to implement effective practices
- Increases ____________________ interactions between teachers and students (which decreases teacher stressors and increases sense of efficacy)

Response to Intervention (RTI) and PBIS

- **RTI** is the practice of organizing school-wide high-quality instruction and interventions matched to student need within a multi-tiered framework, monitoring progress ________________ to make decisions about changes in instruction or goals, and applying child response data to important educational decisions (Batsche et al., 2005).
- **RTI** organizes the ________________ of a range of evidence-based interventions and supports based on each child's needs.
- **PBIS** is based on a ________________ ________________ approach that reflects data-based, multi-tiered systems of interventions and supports with the aim to prevent inappropriate behaviors by teaching and reinforcing appropriate behaviors within and across all school settings.
- **PBIS** provides a range of evidence-based interventions and supports based on each child’s ____________.

Similarities between Academic and Behavioral Challenges

- Academic Challenges
  - Students requiring Tier 2 and/or Tier 3 supports struggle ________________ due to skill deficits and/or difficulties with academic skill fluency/ mastery.
  - ________________ instruction using evidenced-based strategies is required to address academic skill deficits and/or skill fluency problems.
  - It is important to teach for ________________ academic skill acquisition, ________________ over time, and ________________ across contexts.
• Behavioral Challenges
  o Students requiring Tier 2 and/or Tier 3 supports struggle ____________________
    (socially/emotionally) due to social skill deficits and/or difficulties with social
    skill fluency/mastery.
  o Direct instruction using evidenced-based strategies is required to address
    ___________ _____________ deficits and/or skill fluency problems.
  o It is important to teach for _____________ skill acquisition, maintenance, and
    generalization.

Relationship between RTI and SWPBIS

• Emphasis is on ____________________ and early intervention through evidenced-based
  practices.
• Imbedded in _________________________ instruction.
• Layered components of interventions and supports across Universal Prevention (Tier 1),
  Targeted Prevention (Tier 2), and Individual-Intensive Intervention (Tier 3).
• Focus on how to best meet the needs of all children including any given child
  experiencing social and academic difficulties.
• Provides ____________________ strategies to support growth and development.
• Reflects data-based decision making and alignment of systems of interventions and
  supports.