

Behavior and RTI: Integrating Behavioral and Academic Supports

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Big Question?

- What behaviors do babies come into the world equipped with?



- **EVERYTHING ELSE MUST BE LEARNED!**

Are children just miniature adults?



Does knowing how to behave in one setting mean someone should know exactly how to behave in another?

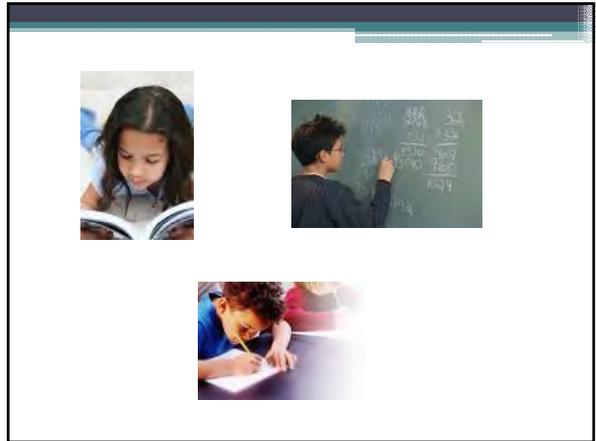
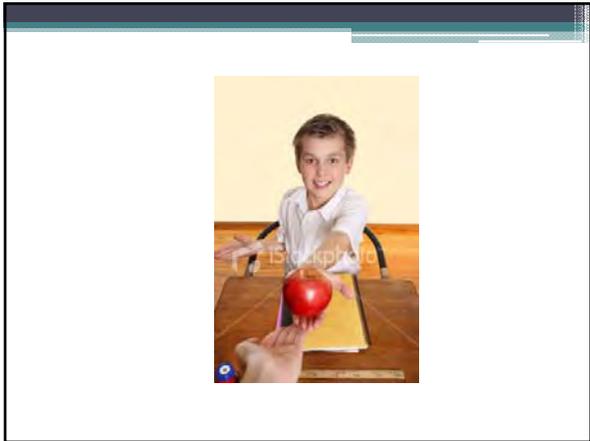
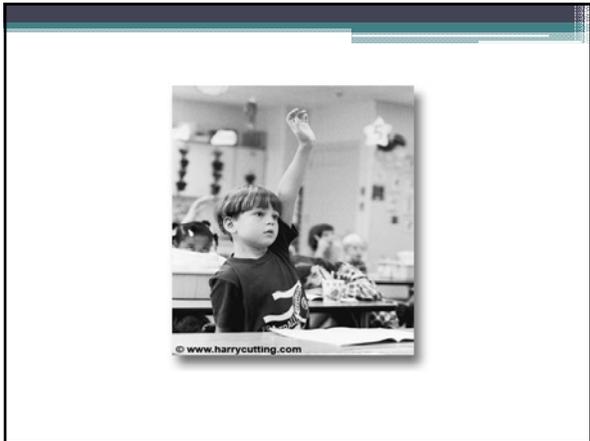
- Would we crack open a beer in class?
- Do we behave the same at work as we do at home with our family?
- Curling anyone?
- **Children should be taught and continually supported in learning to behave well in school and get along with others**

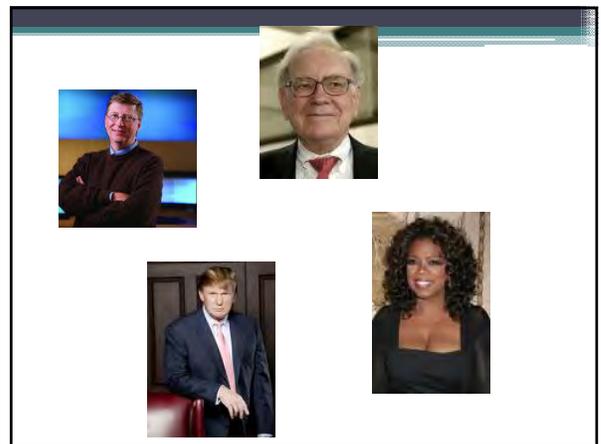
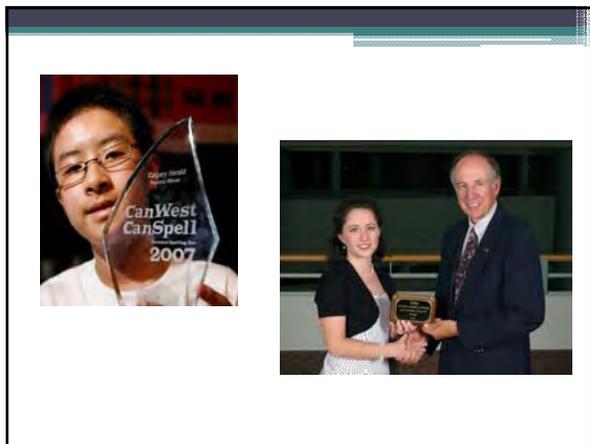
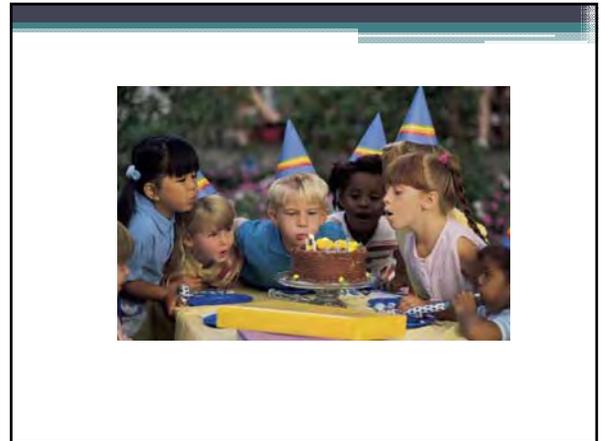
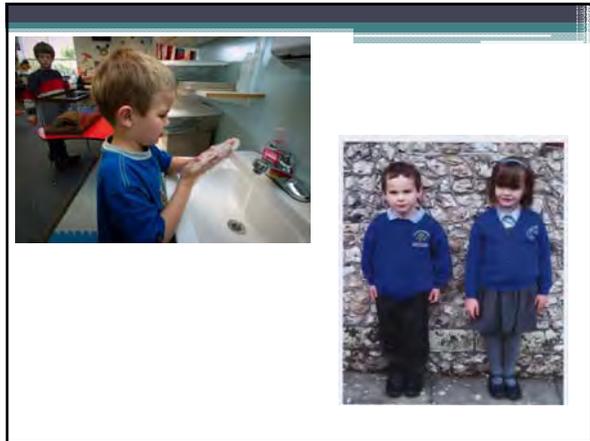


The Mythical Student

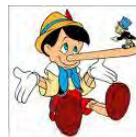
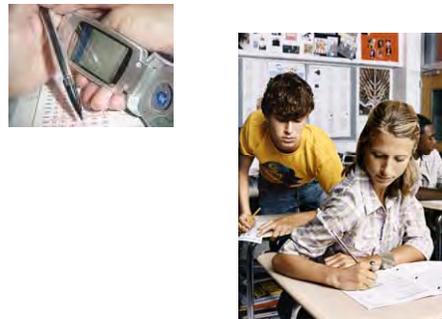


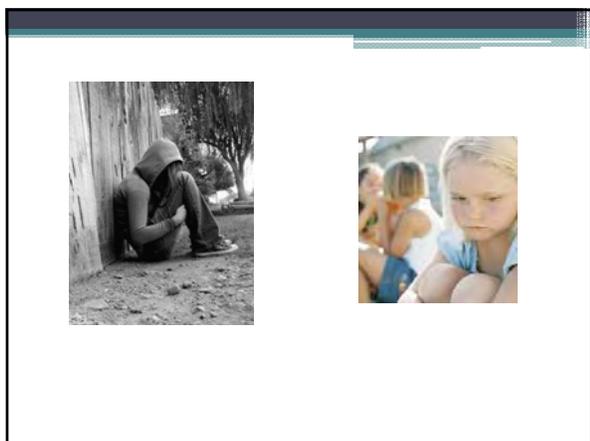
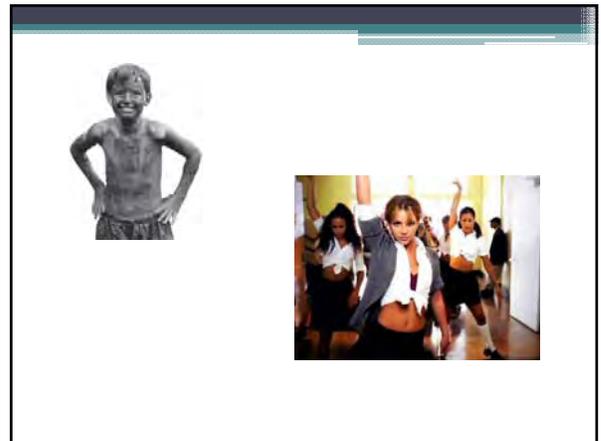
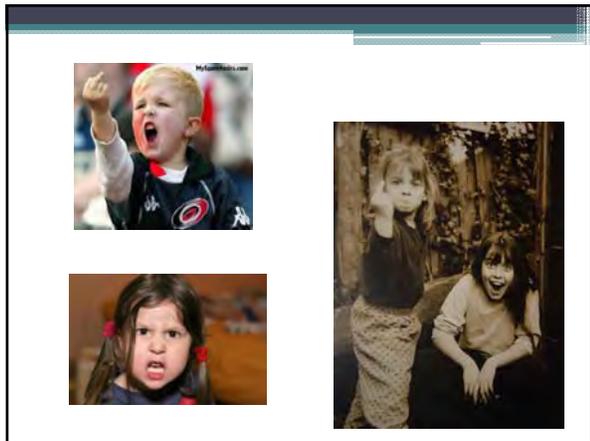
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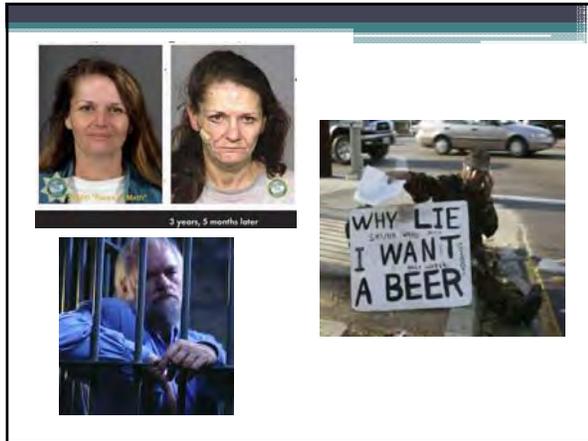




The Reality About Many Students







The Plan for Today

- Link between behavior and academics
- Overview of RTI for Behavior
- How to universally screen and progress monitor
- How to create your menu of evidence-based interventions
- Real world applications
- Q & A

The facts about failing to intervene...

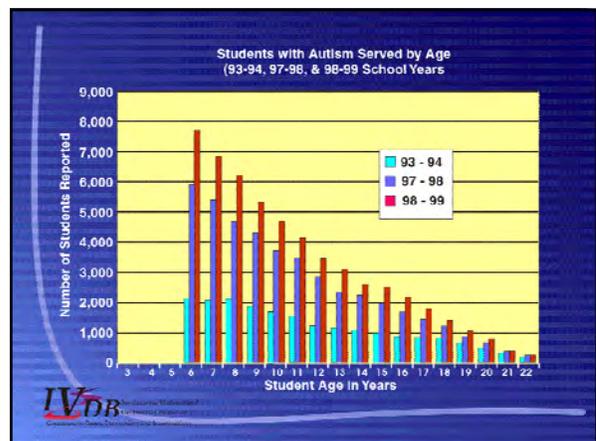
- Students who are poor readers early on are highly likely to continue to be poor readers into the secondary grades and beyond (Juel, 1988; Lyons, 2001)
- Students who engage in behavior problems early on are highly likely to continue to engage in behavior problems into the secondary grades and beyond (Moffitt, 1998; Walker, Ramsey, & Gresham, 2004)
- Poor academic performance leads to behavior problems AND behavior problems lead to academic problems (Hinshaw, 1992; Treszniewski et al., 2006)

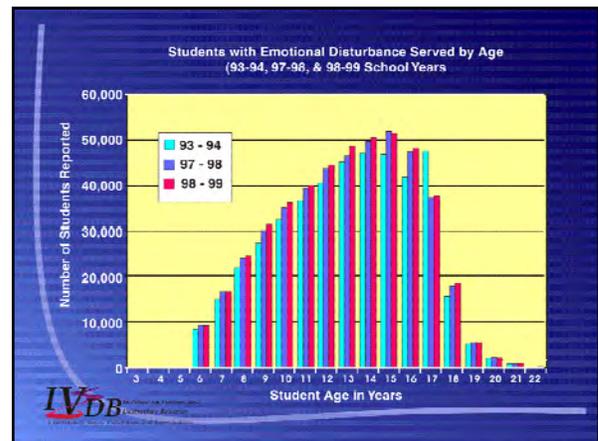
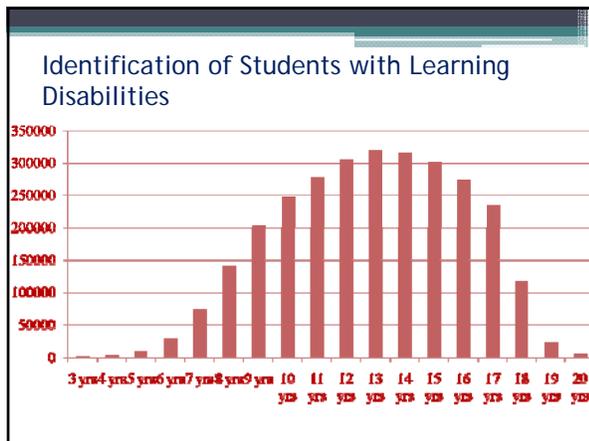
The facts about failing to intervene...

- Students who struggle academically and/or behaviorally are at-risk for:
 - School dropout
 - Substance abuse
 - Incarceration
 - Having a child during teenage years
 - Adult mental health problems
 - Unemployment
 - Health problems
 - Shorter life-span

"Wait to Fail"

- Withholding services until problems are pronounced and severe enough to unequivocally warrant services
 - Special education being those services
- Politics of diagnosis and treatment
 - Autism vs. ED



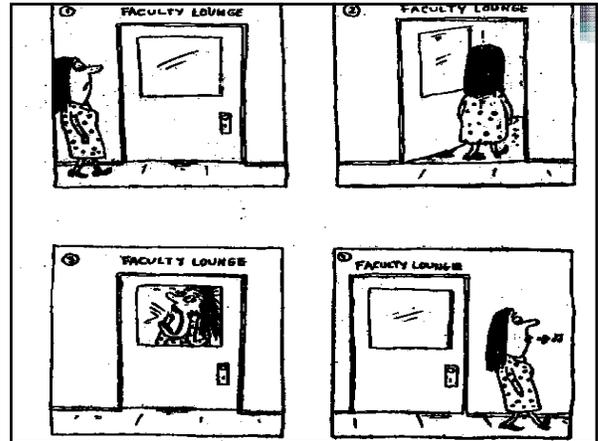


- ### How do students get extra support?
- Special education
 - Refer – test – place
 - Must pass through first gate to be considered for services
 - Assortment of psychometric tests then must confirm presence of disability
 - How good are those services once identified?

- ### Search for Within-Child Pathology
- Problem resides within the child
 - Administer a battery of psychometric tests to develop an *organic* explanation for “why” a particular student is unable to benefit from instruction
 - Allegedly, once you identify the within-child pathology (i.e., learning disability), you know the treatment
 - Not so much

- ### Sobering Statistics
- Students with behavior problems:
 - 1 percent to 5 percent account for over 50 percent of office discipline referrals in a given school
 - Have an avg. GPA of 1.4
 - Absent an avg. of 18 days of school per year
 - 50 percent arrested within 1 year of school ending
- Special Education Elementary Longitudinal Study (SEELS, 2003) and National Longitudinal Transition Study of Special Education Students (NLTS, 1995; 2005)*

- ### Sobering Statistics
- Students with EBD:
 - 58 percent drop out of school
 - Of those that drop out, 73 percent are arrested within 2 years
 - 68 percent are unemployed up to 5 years after school
 - ED girls: 8 times more likely to get pregnant during teenage years than typically developing girls
- Special Education Elementary Longitudinal Study (SEELS, 2003) and National Longitudinal Transition Study of Special Education Students (NLTS, 1995; 2005)*



The Response to Problem Behavior

- Reactive – address it once it happens
- “Get tough” and “Zero tolerance” policies
- Layer on staff to monitor and supervise
- More attention paid to problem behaviors than positive behaviors
 - 15/20:1 ratio of reprimands to positive statements
- Discipline = Office referral, suspension or expulsion
- Lopsided focus on academics
 - “students should come ready to learn”

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Effect Size: What It Means

- Magnitude of the effect of a particular intervention
- Positive values = GOOD results
- Negative values = BAD results
- Effect sizes > 0.50 considered large
 - Changes in behavior and performance are noticeable by laypersons

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Popular Treatments That Don't Work

<u>Treatment/Intervention</u>	<u>Effect Size</u>
Meeting with student	.00
Punitive discipline	-.13 to + .06
Alternative placement	-.10 to + .04
Special education	-.03

POOR OUTCOMES FOR STUDENTS

Not So Popular Treatments That Do Work

<u>Treatment</u>	<u>Effect Size</u>
Positive Behavioral Supports	+ .90
Social Skills Training	+ .68
Group-based contingency	+ .81
Token economy	+ .60
Social emotional learning	+ 1.00
Formative Evaluation + Graphing + Reinforcement	+ 1.20

Kavale (2005); Marquis et al. (2000); Cook et al. (in press); Blueprints for Promising Treatments (1999); Reschly (2004)

Addressing Behavior Problems

<p>OLD WAY</p> <ul style="list-style-type: none"> • Reprimands and harsh statements • Office referral, suspension, expulsion • Wait-to-fail • Refer and test • Place in special education as intervention 	<p>NEW WAY</p> <ul style="list-style-type: none"> • Preventive supports with universal system of behavior supports • Proactive screening to catch students early • Intervene with high quality supports • Use student response data to determine need for less or more intensive services <ul style="list-style-type: none"> ◦ May include special education
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What is fair?

Fair is not everyone getting the same thing.
Fair is everyone getting what they need.

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What is evidence based?

Quality of evidence established a “strong” evidence of effectiveness:
Randomized controlled trials that are well-designed and implemented.

www.ed.gov/rchstat/research/pubs/rigorsevid/guide_pg6.html#strong%20evidence

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Popular Treatments

Treatment/Intervention	Effect Size
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Punitive discipline	-.13 to + .06
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POOR OUTCOMES FOR STUDENTS, very far away from “evidence based”

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Evidence-based Treatment

Treatment	Effect Size
□ Positive behavioral supports	+ .90
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□ Group-based contingency	+ .81
□ Token economy	> .50
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Not Evidence-based Intervention

- More than 200,000 children were spanked or paddled in U.S. schools during the past school year, human rights groups reported.
- “Every public school needs effective methods of discipline, but beating kids teaches violence, and it doesn’t stop bad behavior,” wrote Alice Farmer, the author of a joint report from Human Rights Watch and the American Civil Liberties Union. “Corporal punishment discourages learning, fails to deter future misbehavior and at times even provokes it.”

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Not Evidence-based Intervention

- Corporal punishment in schools remains legal in 21 U.S. states and is used frequently in 13
- Overall, 223,190 students received corporal punishment in 2006-07, according to Department of Education statistics. That number is down from 342,038 students in 2000-01 as more and more districts abolished corporal punishment
- www.cnn.com/us, August 2008

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Not Evidence-based



Tempting, But Evidence-based?



IDEA and Definition of ED

- "(i) The term means a condition exhibiting one or more of the following characteristics **over a long period of time and to a marked degree that adversely affects a child's educational performance:**
 - (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

IDEA and Definition of ED (cont.)

- (C) Inappropriate types of behavior or feelings under normal circumstances.
- (D) A general pervasive mood of unhappiness or depression.
- (E) A tendency to develop physical symptoms or fears associated with personal or school problems.
- (ii) The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance" (CFR § 300.7 (a) 9).

Problems with Current ED Identification

- Students underserved
 - 20 percent of students meet criteria for a psychiatric diagnosis, but only 1 percent of students with ED/BD are served (Angold, 2000; Hoagwood & Erwin, 1997)
- “Wait-to-fail” model
 - Most students identified as ED between the ages of 13-15
 - Two-year gap between age of first outside diagnosis and when school services begin (Kutash et al., 2006)
- Unclear diagnostic criteria
 - Social maladjustment exclusion clause
 - Over a long period of time? To a marked degree? Adversely impacts educational performance?

Social Maladjustment Exclusionary Clause

- Conceptually illogical
- Over 20 published articles refuting its existence
- Federal definition provides no definition of SM
- Federal definition provides no guidelines for distinguishing SM from ED
- Nearly half of all states ignore the SM exclusionary clause
- SM co-occurs with depression and ADHD

“A youngster cannot be socially maladjusted by any credible interpretation of the term without exhibiting one or more of the five characteristics to a marked degree and over a long period of time”

Kauffman (1997) (p. 28)

Problems with Current ED Identification

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 - Conservative prevalence estimates 5 percent to 7 percent
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- Overrepresentation
 - African-American overrep as ED
 - Placement into restrictive settings, punitive discipline

NASP Position Statement on ED

- “ED is more than a transient, expected response to stressors in the child’s or youth’s environment and would **persist even with individualized interventions.**”
- “No single diagnosis should be used to deny services to students. The impact of the behavior on the student’s educational progress must be the guiding principle for identification.”
- “Persistence: The extent to which difficulties have continued despite the use of well-planned, empirically-based and individualized intervention strategies provided within the least restrictive environments.”

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RTI Model for Behavior

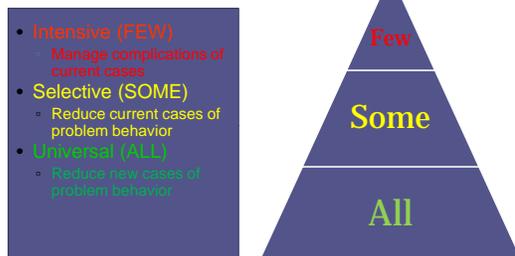
- RTI involves documenting a change in behavior as a result of intervention
- RTI is the practice of:
 - Proactively identifying students in need
 - Matching evidence-based interventions to student need
 - Frequently monitoring student progress to make changes in intervention or goals
 - Applying student response and treatment integrity data to make important educational decisions

Response to Intervention

IS A DECISION-MAKING FRAMEWORK BASED ON CERTAIN PROCEDURES!!!

- Not a measurement system
- Not an intervention
- Does not cease once students are determined eligible for special education
- Iterations can extend to infinity — hypothetically

Overview of Three-Tier Model



Example Intervention Tiers

- Diabetes
 - Tier 1 – diet and exercise
 - Tier 2 – medication
 - Tier 3 – insulin regimen
- Progress monitor with glucose meter
- Issues with integrity

Addressing Behavior Problems

OLD WAY

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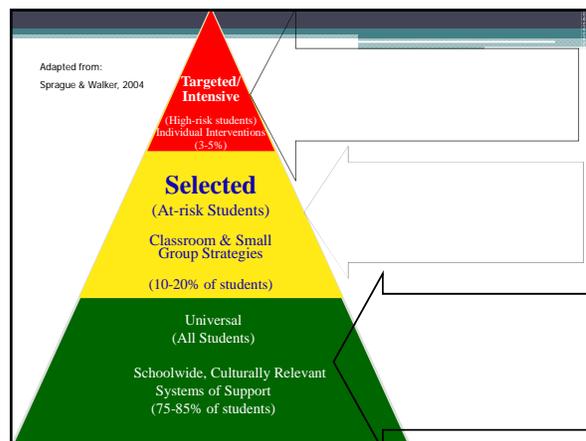
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- Preventive supports with universal system of behavior supports
- Proactive screening to catch students early
- Intervene with high quality supports
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The '7 Big Ideas'

1. Multiple tiers of behavior support

- Refers to the service delivery logic of providing a graduated sequence of intensifying interventions in order to match services to student need.



The '7 Big Ideas'

• Multiple tiers of behavior support

- Refers to the service delivery logic of providing a graduated sequence of intensifying interventions in order to match services to student need.

• Evidence-based/scientifically validated interventions

- Refers to idea that the interventions or supports implemented under an RTI model of behavior are supported by scientific research to improve student social and behavior functioning.

What Is Scientifically-Based Knowledge?

• Scientifically-based knowledge is:

- Objective
- Rules out alternative explanations
- Involves direct measurement
- Reliable and valid

What Is Scientifically-Based Knowledge?

• Scientifically-based knowledge is not:

- Pseudoscience** (4 out of 5 dentists recommend Crest)
- Nonscience** (My Aunt Sarah used it with her kids and it worked)
- Nonsense** (Facilitated Communication/ Re-birthing/Perceptual-Motor Training/Floor time)

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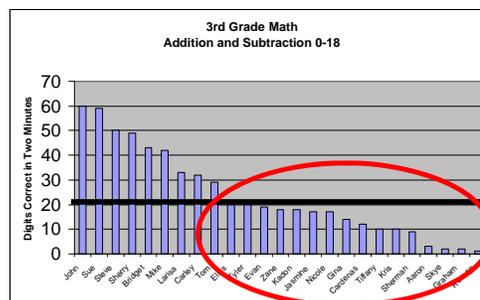
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3. Universal, proactive screening

- Refers to a systematic process of *detecting* a subset of students from the entire student population who are struggling behaviorally and are at-risk for experiencing a range of negative short- and long-term outcomes.

Goals of Screening

- Fast, efficient and accurate
- Include all children and youth of interest
 - If we make a screening error, the error should identify students that are not at-risk (false positive)
 - Errors should **not overlook** students that are at-risk



'Big Ideas' Cont ...

4. **Progress monitoring**
 - Refers to the practice that is used to assess students' academic or behavioral performance and evaluate the effectiveness of instruction.

'Big Ideas' Cont ...

4. **Progress monitoring**
 - Refers to the practice that is used to assess students' academic or behavioral performance and evaluate the effectiveness of instruction.
5. **Treatment integrity**
 - Refers to the notion that interventions or supports being implemented in an RTI model for behavior should be implemented as intended to enable appropriate and legally defensible decision-making.

Treatment Integrity

- Failure to implement interventions with integrity compromises effectiveness
- Failure leads to invalid decision-making
- Consistency vs. Accuracy

What to do when the intervention is not implemented as planned?

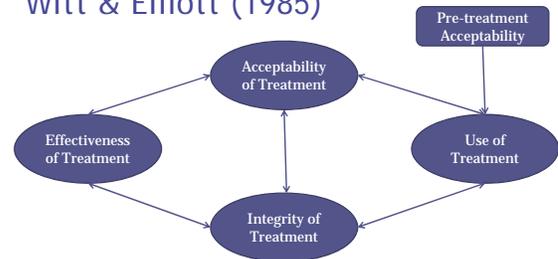
- Performance feedback
 - Praise for what was done well and provide specific feedback on what was not done well
- Negative reinforcement
- Set up reward contingency
- Do it yourself and hand it over

Treatment Acceptability and Treatment Integrity

- **Acceptability**

- **Consumer satisfaction**
 - How well is the intervention marketed or sold to the customer?
- **Judgments from about whether intervention procedures are appropriate, fair and reasonable**

Witt & Elliott (1985)



Increasing Acceptability

- Provide choice
- Interventions that are sensitive to teacher time and response effort
- Allow teachers to test drive interventions

'Big Ideas' Cont ...

6. Data-based decision-making

- Refers to a critical element of the problem-solving process that entails consulting student response data in order to make decisions whether to *intensify*, *keep in place*, or *remove* particular interventions or supports.

Data-based Decision-making

- Maintain existing supports
- Modify existing supports
- Add something to existing supports
- Lower down a tier
- Bump up a tier

***Note: All decisions assume that supports were implemented as intended

'Big Ideas' Cont ...

6. Data-based decision-making

- Refers to a critical element of the problem-solving process that entails consulting student response data in order to make decisions whether to *intensify*, *keep in place*, or *remove* particular interventions or supports.

7. Problem-solving

- Refers to the dynamic and systematic process that guides the Behavior Support Team's behavior in (a) identifying the problem, (b) analyzing the problem, (c) developing a plan of action, (d) implementing the plan, and (e) evaluating the outcomes of the plan.

RTI and Disability

- RTI defines disability as:
 - A condition that persists despite the implementation of evidence-based interventions implemented in the general education environment
 - WITH INTEGRITY!!!!

"Comprehensive" Evaluation

- Multi-method, Multi-informant
 - Student response data
 - Centerpiece of evaluation
 - Record review
 - Interviews with teachers and parents
 - Social-emotional assessment
 - Standardized behavior rating scales
 - e.g., SSRS, CBCL, BASC

"Two-Prong Test" of Special Education Eligibility

- Two-Prong Test
 - **Identified Disability**
 - Prolonged non-response to evidence-based interventions
 - Clinically significant scores from social-emotional assessment
 - **Identified Need**
 - Does not benefit from the services that are capable of being delivered as part of the general education system

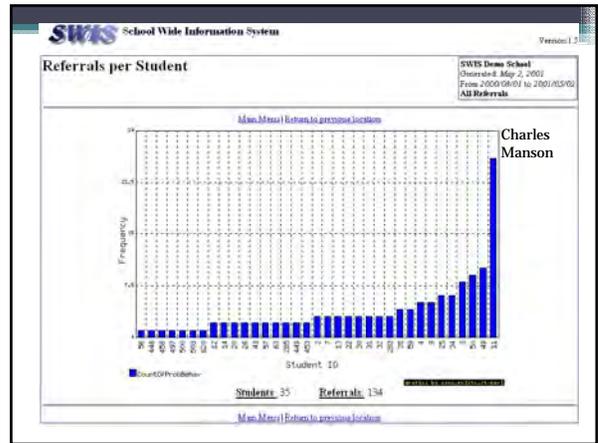
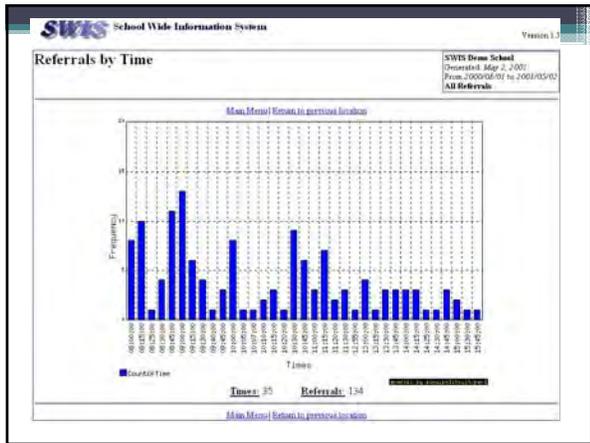
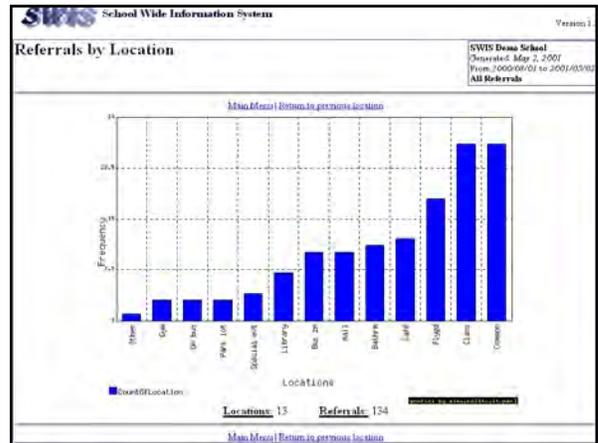
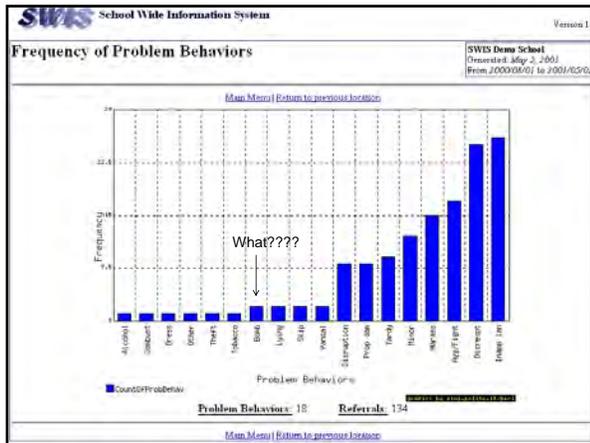
The "How To" of RTI for Behavior

Universal Screening of Behavior

- Process of proactively finding the **right customers** for additional support
- **Multiple-Gating:** Series of progressively more complex assessment procedures to identify students in need of more intensive services
 - Teacher nominations
 - Brief behavior rating scales
 - Team confirmation
 - Systematic Screening of Behavioral Disorders (Walker & Severson, 1990)

Continued use of Benchmarks

- Universal screening typically occurs three times a year (fall/winter/spring)
- Compare children to established benchmarks
 - Local or national
- Triage students above/below certain threshold are considered for extra supports



Progress Monitoring

- Systematic process of repeatedly collecting data on student response to make instructional/intervention decisions
- Best done with “authentic” assessment that is sensitive to small changes in student social behavior
- General outcome measure
 - Blood pressure, BMI, subcutaneous stomach fat

Social Behavior Progress Monitoring Tools

- Direct observation of student behavior
 - On/off-task, disruptive behavior, negative social interactions, alone time
- Direct Behavior Ratings
 - aka – Daily Behavior Report Cards
- Brief Behavior Rating Scales

The Numbers

- 500 student school
- 15 percent of 500 = 75 students
- 20 classes = ~ 4 student per class
- Progress monitoring
 - **Direct obs:**
 - 1 obs per student per wk. * 75 students * 30 minutes = 32.5 hrs.
 - **DBR:**
 - 5 ratings per student per wk. * 2 minutes * 75 = 12.5 hrs.
 - **BBS:**
 - 1 rating per student per wk. * 75 * 5 minutes = 5.8 hrs.

Student Observation Rating Form

Name of Student: _____ Date: _____ Grade: _____
 Name of Teacher: _____ Subject: _____
 Time: _____

Directions: Identify the target student and record the behaviors. At the very beginning of the interval, record whether the student is academically engaged or off-task. Then throughout the remainder of the interval record whether the student exhibits disruptive behaviors, negative social interactions, and/or appropriate social interactions (see below for definitions of each variable). You will also be recording the behavior of a peer every fourth interval. Pick a peer that is an average student—not the best or worst behaved—to observe. You will be making a rating based on the overall class performance on every fourth interval as well. You will mark an X in the class portion only if three or more students are observed to be engaging in the particular behavior. For academic engagement and off-task, do not mark the class as academically engaged if three or more students are off-task; simply mark off-task at the beginning of the interval. The same recording format is followed for recording class behaviors as is used for recording the target student and an average peer's behavior. The peer and class recording will serve as a comparison to evaluate whether the student's behavior is improving in the desired direction.

Interval	AE	OFFT	DB	NSI	ASI
1:15					
1:30					
1:45					
1:00 Peer					
1:15 Class					
1:30					
1:45					
2:00 Peer					
2:15 Class					
2:30					
2:45					
3:00 Peer					
Class					

Student: _____ Date of rating: _____ Time of rating: _____

First Target Behavior: **Raising Hand**—"the student raises his hand before speaking aloud in class."
 0 1 2 3 4 5 6 7 8 9
 (0 times) (9 times)

Second Target Behavior: **Verbal aggression**—"the student yells, calls names, curses, or makes other noises that would be considered aggressive behavior."
 0 1 2 3 4 5 6 7 8 9
 (0 times) (9 times)

Overall daily behavior rating: **Based on your judgment of the student's behavior today, how true is this statement: "the student did better today than before the intervention was implemented."**
 0 1 2 3 4 5 6 7
 (very not true) (very true)

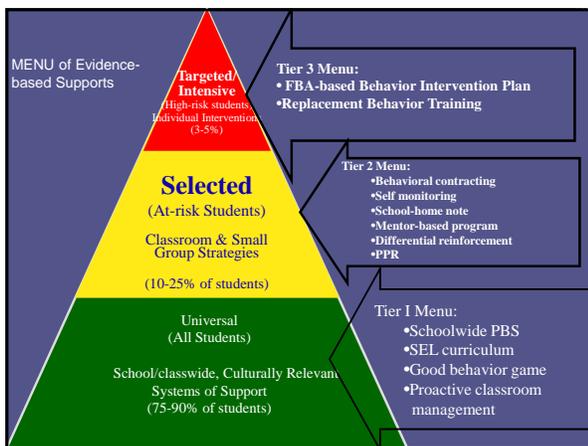
Comments: _____

Brief Behavior Rating Scale (BBS)
Anderson Community Day School

Student's Name: _____ Date: _____
 Sex: Male _____ Female _____ School: _____
 Grade: _____ Age: _____ Teacher: _____

Rater Instructions: Please think about the student's typical behavior over the last month. Circle the category that best fits the student's behavior. Make sure you answer according to what the question is asking.

Rating Items	Never	Sometimes	Very Often
1. Controls temper in conflict situations with adults.....	0	1	2
2. Seems anxious.....	0	1	2
3. Gets angry easily.....	0	1	2
4. Keeps desk clean and organized.....	0	1	2
5. Unresponsive to affection from others.....	0	1	2
6. Has a positive attitude about self.....	0	1	2
7. Defiant/noncompliant to instructional demands.....	0	1	2
8. Teases others.....	0	1	2
9. Interacts with peers in an appropriate way.....	0	1	2
10. Looks and seem unhappy.....	0	1	2
11. Completes assignments in a timely manner.....	0	1	2
12. Acts shy.....	0	1	2
13. Fights with peers in class.....	0	1	2
14. Easily makes transition from one class activity to another.....	0	1	2
15. Complains and pouts when he/she doesn't get his/her way.....	0	1	2



Tier 1 for All:
 Universal Supports in all Settings

- 75 percent to 90 percent of all students respond to basic positive behavior supports
 - 95 percent when combined with a multilevel academic model
- Primary prevention as goal
- Establishes initial level of resistance

Grounding Principle



- NO teaching strategy or intervention will result in high student achievement if a teacher doesn't genuinely care about the student and the student believes that.



The Rogers Boys

"I like you just the way you are!"



"Unconditional positive regard"

Carl

and

Fred

In every classroom you get both! H A L O



Foundation: Interactions Between Students and Teacher

- What did Carl and Fred know?
- What are the different teaching styles, and which approach results in highest achievement?
 - Laissez-faire
 - Democratic
 - Authoritarian
 - Authoritative

Teacher Styles:

- Authoritarian
- Totally Democratic
- Laissez-faire
- **AUTHORITATIVE**



Democratic – Will they still like me?



Laissez-faire — Who cares, I'm overwhelmed!



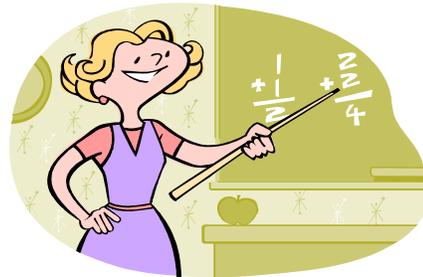
Authoritarian or authoritarian personality disorder



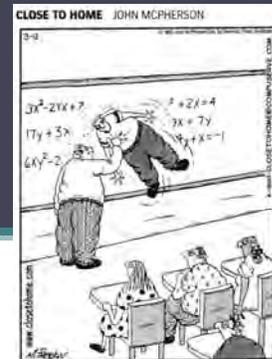
Authoritative – The True Teacher



Authoritative vs. Authoritarian



How We Teach Makes A Difference!





Teacher Words and Actions Can Convey

CAPS

- **C**oncern
 - for individual welfare
 - for group welfare
- **A**bility and willingness to cooperate with each student, a “zero reject” policy



Teacher Words and Actions Can Convey

CAPS

- **P**ositive attitudes and expectations about each student’s learning potential
 - Every class has a HALO previous learning: high average low other
- **S**incerity and Integrity



Offer Carl and Fred Rogers

Unconditional Positive Regard

- **L**ooks
 - gestures, smiles, ease
- **L**anguage
 - affection, remembrances
- **D**eeds
 - reinforcers, choices, interactions



Algebra Test, Chapter Two

- You will need a scientific calculator
- Do not attempt to borrow one!
- No talking permitted

Zack’s Note

*Dear Ms. XXXX,
Why do you keep on picking on me? I’ve done nothing wrong. For you to O” is outrageous. To take my test, make me look like a cheater, and give me an “s simply borrowing a calculator. I hope that in the future you won’t get me in trouble for such a harmless act.*

*Sincerely,
Zack YYYYYY*



Recommended Tier 1 Program - Complementary Services

- **Schoolwide PBS**
 - Teach, model, and reinforce behavior expectations in all settings
- **SEL curriculum**
 - Teach self-regulatory behaviors and expose students to big picture concepts
- **Good behavior game**
 - Classroom-based management system
- **Proactive classroom management**
 - Seating, rules, instructional activities, transitions, reactive strategy

Tier 1 Process

Component	Content
Student Focus	All students in general education
Program	Schoolwide PBS combined with classroom management
Time	All day, everyday
Assessment	Screening 3-4 times per year
Interventionist	All staff
Setting	All school settings (primarily general ed. classroom)

School-Wide PBS: Universal Behavioral Expectations and Positivity

The Components of Schoolwide PBS

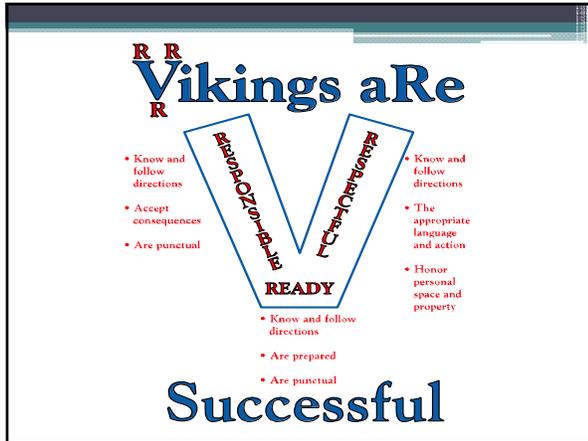
1. Clear definitions of expected appropriate, positive behaviors are provided for students and staff members;
2. Clear definitions of problem behaviors and their consequences are defined for students and staff members;
3. Regularly scheduled instruction *and* assistance in desired positive social behaviors is provided;

The Components of Schoolwide PBS

4. Effective incentives and motivational systems are provided to encourage students to behave differently;
 - Keep ratio of positive to negative statements in mind
5. Staff receives training, feedback and coaching about effective implementation of the systems; and
6. Systems for measuring and monitoring the intervention's effectiveness are established and carried out.

Be a STAR rules

- **Safety first**
- **There and ready to...**
(eat, learn, read, play)
- **Act responsible**
- **Respect self and others**



Schoolwide Evaluation Tool (SET)

- Evaluation tool developed by George Sugai and colleagues
 - Is designed to assess and evaluate the critical features and integrity of SW-PBS
- **8 rating domains**
 - Expectations defined
 - Behavioral expectations taught
 - System for developing social-emotional competencies
 - Ongoing system for rewarding behavioral expectations
 - System for responding to behavioral violations
 - Monitoring, evaluating and decision-making
 - Management
 - District-level support

Schoolwide Programs

- Building Effective Schools Together (BEST; Sprague, 2004)
- Effective Behavior and Instructional Supports (EBIS; Sugai et al., 2006)
- Florida Positive Behavior Support Project (Kincaid - <http://flpbs.fmhi.usf.edu/>)
- OSEP Technical Assistance Center - Positive Behavior Interventions and Supports (<http://pbis.org/>)

Social Emotional Learning: Universal Curriculum

Social Emotional Learning

© 2006, Collaborative for Academic, Social and Emotional Learning (CASEL)

"the process through which children develop the skills necessary to recognize and manage emotions, develop care and concern for others, make responsible decisions, form positive relationships, and successfully handle the demands of growing up in today's complex society" (CASEL, 2002, p.1).

These skills include the ability to:

- Recognize and manage emotions
- Care about and respect others
- Develop positive relationships
- Make good decisions
- Behave responsibly and ethically

How does PBS differ from SEL

Schoolwide PBS	SEL
<ul style="list-style-type: none"> • All about rules 	<ul style="list-style-type: none"> • All about curriculum
<ul style="list-style-type: none"> • Teaches specific behaviors 	<ul style="list-style-type: none"> • Teaches broad concepts that provide big picture
<ul style="list-style-type: none"> • Deals w/ observable behaviors 	<ul style="list-style-type: none"> • Deals w/ unseen emotions and cognitions
<ul style="list-style-type: none"> • Delivered in all settings 	<ul style="list-style-type: none"> • Delivered in the classroom

Good Behavior Game - Barrish, Saunders, & Wolf (1969)

- Classwide behavior management strategy
- 20 independent replications across different grade levels, types of students, and settings
- Prevents substance abuse and antisocial behavior
- Interdependent group contingency
- Capitalizes on human nature
 - Social influence and competition

GBG as a “behavioral vaccine”

- Provides an inoculation against the development of physical, mental or behavior disorders
 - e.g., antiseptic hand washing to reduce childbed fever
- High need for low-cost, widespread strategy as simple as antiseptic hand washing
- Little time and effort = high likelihood of use

(Embry, 2002)

Steps to implementing GBG

1. Decide time and setting to implement
2. Identify and behaviorally define inappropriate behaviors
3. Identify rewards
4. Teach the students the rules to the game
5. Play the game

Issues with GBG implementation

- Bullying or social isolation
 - Teach at the outset that bullying or isolating students for earning point fines will not be tolerated
- Dealing w/ the saboteur
 - Remove from game
 - Don't count behaviors against team
 - Put saboteurs on the same team
 - Recommend for Tier 2 supports

Procedural variations of GBG

- Allow teams to earn points for display of exceptional prosocial behavior
- Make the value of negative behaviors during most problematic class time worth more
- Identify a team MVP
 - Gets extra reward
- Focus on appropriate behavior rather than inappropriate
- Provide extra incentive for no points

Good Behavior Game(s) *Using group contingencies*

- www.interventioncentral.org/htmdocs/interventions/classroom/gbg.php
- www.evidencebasedprograms.org/Default.aspx?tabid=154
- www.pent.ca.gov/for/f7/bspdeskreference07.pdf (chapter 12 rainbow club)

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Proactive Classroom Management

Proactive Classroom Management (Rathvon, 1999)

- **Components of proactive management:**
 - Preventive rather than reactive
 - Academic and behavior are integrated rather than treated separately
 - Focuses on group management rather than individual
- **Two critical classroom variables:**
 - Instructional time (opportunity to learn)
 - Academic engagement

6 Proactive Classroom Management Tactics

1. **Organizing a productive classroom**
 - All students can see instruction
 - Students do not face traffic areas (distractibility)
 - Easy for teacher to walk around and monitor
 - Seating rows with paired desks instead of tables
 - Reduces disruptive behavior (Whedall et al., 1981)
 - Increases academic productivity (Bennett & Blundell, 1983)
 - Facilitates student dyads and peer tutoring

6 Proactive Classroom Management Tactics continued...

2. **Classroom rules and procedures**
 - Establish clear rules and procedures at the beginning of the year
 - Have students participate in developing rules
 - Review rules periodically
 - Reinforce rule abiding behaviors
 - Response cost rule violating behaviors

6 Proactive Classroom Management Tactics continued...

3. **Managing transitions**
 - Establish procedures for transitions
 - Practice transitions and provide feedback
 - Low tolerance level for violating transition rules
 - Beat the buzzer

Example:

- 1) Move quietly; 2) Put books away and get out what you need; 3) Move your chair quietly; 4) Keep your hands and feet to self; 5) Wait quietly for next instruction

6 Proactive Classroom Management Tactics continued...

4. **Managing independent seatwork**
 - Independent seatwork is associated with lower rates of engagement and student achievement than teacher-led activities
 - Clear expectations
 - Have backup assignment/activity for those who finish early
 - Peer-assisted assignment correcting

6 Proactive Classroom Management Tactics continued....

- 5. **Communicating competently w/ students**
 - Praise, encouraging feedback, empathy statements and smiling
 - Delivering effective praise:
 - Contingency
 - Specificity
 - Sincerity
 - Delivering effective reprimands
 - Brevity
 - Non-threatening, soft voice
 - Proximity
 - Communicating positive expectations
 - Optimistic and supportive
 - "You can do it"

6 Proactive Classroom Management Tactics continued....

- 6. **Teach and model prosocial skills**
 - Set aside time to teach prosocial skills
 - Sharing, listening, waiting turns, question asking
 - Provide examples/non-examples
 - Catch'em being good
 - aka – behavior specific praise

Tier 2 Social Behavior Supports for Some: Default, Best Guess Interventions

Tier 2 for Some: Default Classroom-based Behavioral Supports

- 10 percent to 20 percent of students who are identified by universal screening system
 - Unresponsive to Tier I, universal supports
- Rule out "teacher problem"
- Continue to receive universal supports
- Default behavioral supports
 - Little assessment (best guess)
 - Based on topography of behavior
 - No removal from class

Tier 2 Considerations

- **Goal**
 - To support individual students who continue to exhibit challenging behaviors without removing them from general education setting
- **Candidate Students**
 - Students who are detected by the universal screening process

Tier 2 Considerations (cont.)

- **Behavior supports**
 - Default behavior interventions that do not require removal from classroom environment
 - Tier 1 supports are still implemented
- **Duration**
 - Minimum of 4-5 weeks of implementation with integrity
- **Implementer**
 - Behavior support team and general education teacher

Tier 2 Evidence-Based Interventions

- Behavioral contracting
- Self-monitoring
- Systematic school-home note system
- Mentor-based support (e.g., Check in/Check out)
- Differential reinforcement
- Positive peer reporting
- Group contingencies
- First Step to Success

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Self-Monitoring

- Intervention designed to have the student systematically reflect on his/her behavior throughout the day
- Students should self-reflect during natural breaks
 - e.g., between periods, transitions between activities, lunch and recesses, etc.

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Why self-monitoring works ...

- Students with EBD often have deficits in self-management
- Enhances self-awareness and self-determination
- Students self-evaluate and reflect on whether they have been engaging in appropriate, expected behaviors
- Reinforces student for appropriate behaviors, which allows them to make the connection between appropriate behavior and positive outcomes

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Candidate Students for a Self-Monitoring Intervention

- Students with:
 - Behavior excesses (e.g., disruptive behavior, off-task behaviors, aggression, talking out)
 - Behavior deficits (e.g., significant alone time, lack of class participation)
- Students whose problem behaviors occur with a certain degree of regularity

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Empirical Support for Self-Monitoring Interventions

- Rock, M.L., & Thead, B.K. (2007). The effects of fading a strategic self-monitoring intervention on students' academic engagement, accuracy, and productivity. *Journal of Behavioral Education, 16*, 389-412.
- Gureasko-Moore, S., DuPaul, G.J., & White, G.P. (2007). Self-management of classroom preparedness and homework: effects on school functioning of adolescents with Attention Deficit Hyperactivity Disorder. *School Psychology Review, 36*, 647-664.

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Empirical Support for Self-Monitoring Interventions (cont.)

- Petscher, E.S., & Bailey, J.S. (2006). Effects of training, prompting, and self-monitoring on staff in a classroom for students with disabilities. *Journal of Applied Behavior Analysis, 39*, 215-226.
- Peterson, L.D., Young, K.R., Salzberg, C.L., West, R.P., & Hill, M. (2006). Using self-management procedures to improve classroom social skills in multiple general education settings. *Education & Treatment of Children, 29*, 1-21.
- Crawley, S.H., Lynch, P., & Vannest, K. (2006). The use of self-monitoring to reduce off-task behavior and cross-correlation examination of weekends and absences as an antecedent to off-task behavior. *Child & Family Behavior Therapy, 28*, 29-48

School-Home Note System

- A method for establishing school-home-student collaboration to address targeted behaviors
- Involves two-way communication regarding student performance
 - Parent-school ongoing teaming
- Encourages parents to deliver specified consequences contingent upon student performance
- Provides opportunity for parent to share psychosocial stressors impacting student behavior

Survey for Parent Reports for Daily Report Cards

- See www.pent.ca.gov
BSP Desk Reference
Section 13,
Daily Report Cards



Empirical Support for School-Home Note System

- Kelley, M.L. (1990). *School-home notes: Promoting children's classroom success*. New York, NY: Gilford Press.
- McCain, A.P. & Kelley, M.L. (1993). Managing the classroom behavior of an ADHD preschooler: The efficacy of a school-home note intervention. *Child & Family Behavior Therapy, 15*, 33-44.

Empirical Support for School-Home Note System

- McCain, A.P., & Kelley, M.L. (1994). Improving classroom performance in underachieving preadolescents: The additive effects of response cost to a school-home note system. *Child & Family Behavior Therapy, 16*, 27-41.
- Ascher, C. (1988). Improving the school-home connection for poor and minority urban students. *The Urban Review, 20*, 109-123.

Check in/Check out: Mentor's Duties

- Provide unconditional positive regard
- Meet with the student regularly
- Check on work, effort, attitude, grades
- Offer friendship and guidance
- Assist student in understanding the school's position
- Help school staff understand any of the student's extenuating circumstances

Check in/Check out: Mentor's Duties

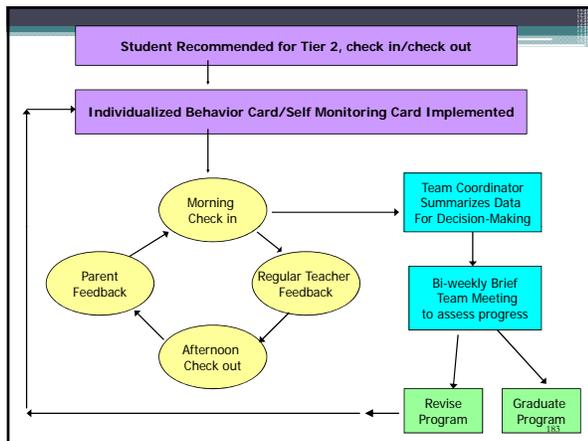
- Provide respite/"safe haven"
- Serve as an alternative to study hall or independent study when appropriate
- Use praise/other reinforcers to recognize achievement, growth or effort
- Support success
- Care!

Check In/Check Out Features

- Students identified and receive support within a week
- Check in and check out daily with an adult at school
- Regular feedback and reinforcement from teachers
- Family component
- Daily performance data used to evaluate progress

Check in/Check Out

- Hawken, L. S. & Horner R. H., (2003) Implementing a Targeted Group Intervention Within a Schoolwide System of Behavior Support. *Journal of Behavioral Education, 12*, 225-240.



Why Does This Work?

- **Improved structure**
 - Prompts are provided throughout the day for correct behavior.
 - System for linking student with at least one positive adult.
- **Student is “set up for success”**
 - First contact each morning is positive.
 - “Blow-out” days are preempted.
 - First contact each class period (or activity period) is positive.

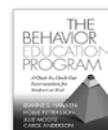
Why Does This Work?

- **Increase in contingent feedback**
 - Feedback occurs more often.
 - Feedback is tied to student behavior.
 - Inappropriate behavior is less likely to be ignored or rewarded.

Manuals

Crone, Horner, & Hawken (2004). *Responding to Problem Behavior in Schools: The Behavior Education Program*. New York, NY: Guilford Press

Hawken, Petterson, Mootz, & Anderson (2005). *The Behavior Education Program: A Check-In, Check-Out Intervention for Students at Risk*. New York, NY: Guilford Press.



Tier 3 for a Few: FBA-Based Supports and RBT

- 3 percent to 5 percent of all students who resisted prior tiers of supports
 - Examination of progress monitoring data
- FBA-based support
 - Conduct FBA to identify variables maintaining problem behavior
 - Alter environmental contingencies surrounding problem behavior
- Weekly Replacement Behavior Training

Tier 3 Interventions

- Highly individualized, detailed in a team-developed behavior plan
- Based on functional assessment
- May include multiple agencies and interventions with highly data-driven, frequent decision-making

Tier 3 for a Few: FBA-Based Supports and RBT

- 3 percent to 5 percent of all students who resisted prior tiers of supports
 - Examination of progress monitoring data
- FBA-based support
 - Conduct FBA to identify variables maintaining problem behavior
 - Alter environmental contingencies surrounding problem behavior
- Weekly Replacement Behavior Training

Function of Behavior



Reactive:

Escape/reject undesired stimulus

Proactive:

Get desired outcome

Tier 3 Process

- Goal
 - To support 3 percent to 5 percent of students who resisted prior tiers of behavioral supports
- Candidate Students
 - Tier 2 students whose progress monitoring data indicated nonresponse to Tier 1 and Tier 2 supports

Tier 3 Process

- Behavior supports
 - FBA-based behavior support plan combined with Replacement Behavior Training
 - **Tier 1 supports are still implemented**
 - **Tier 2 supports may also be implemented**
- Duration
 - Minimum 3-4 weeks of implementation
- Implementers: All school staff
- Developers: School behavior team, including specialists

Beginning with IDEA 1997... Students with IEPs

- Behavior impeding learning of student or peers
- Strategies, including positive behavioral interventions, and support
- Public agency shall ensure that each teacher and provider is informed of their specific responsibilities to accommodate, modify and support....
- 45-day placement: services to be sure behavior doesn't reoccur

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Behavior Support Plans

- **For whom?**
- Ultimately, to remove barriers to academic success: Any student who needs one in RTI!
 - **Tier 1:** positive techniques for *all-Non responsive?* Add Tier 2
 - **Tier 2:** team-developed and monitored individualized positive programs-*Non responsive?* Add Tier 3
 - **Tier 3:** BSP team-developed and monitored highly individualized, function-based plans
 - **Off the Pyramid?:** Alter, intensify, wrap around, specialized settings and Tier 4 logic

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High Quality BSPs

- All effective plans address **both** the environment and the function of the behavior
 - Change environments to eliminate the need to use this behavior
 - Teach alternative, acceptable (replacement) behaviors which allow student to get or reject something



1. Positive Behavioral Support Plan Principle (BSP):

Behavior serves a purpose for the student. All behaviors, including problem behavior, allow the student to get a need met (i.e., behavior serves a function). Although all functions are legitimate and desirable, the method or form of the behavior may require alteration.



2. Positive Behavioral Support Plan (BSP) Principle:

Behavior is related to the environment in which it occurs.

- Something is present that needs removing or changing,
- Something is absent that needs adding.



3. Positive Behavioral Support Plan Principle (BSP):

There are two strands to a complete behavior plan.

Key Concept:

Changing behavior requires addressing both the environmental features (removing the need for use of problem behavior to get needs met) AND developing a replacement behavior (teaching a functionally-equivalent behavior that student can use to get that same need met in an acceptable way).



4. Positive Behavioral Support Plan Principle (BSP):

New behavior must get a pay-off as big or bigger than the problem behavior.

Key Concept:

To achieve maintenance of a new behavior, it must be reinforced.

Reinforcement is actions we take, privileges or tangibles we give, that the student really wants to get, and therefore he does the behavior again and again to get that reinforcement.



5. Positive Behavioral Support Plan Principle (BSP):

Implementers need to know how to handle problem behavior if it occurs again.

Key Concept:

The behavior plan must specify reactive strategies across four stages:

1) **Beginning stage:** Prompting the alternative replacement behavior;



Reactive strategies across four stages (cont.):

2) **Mid-behavior stage:** The problem behavior is fully present and now requires staff to handle the behavior safely through an individualized, careful deescalating of the behavior. This might include specific techniques, calming words, presenting of choices, distraction, and redirection. Each technique will likely be unique to the student. What has worked in the past is important to discuss. Some staff deescalate the student better than others and this should be considered.

Reactive strategies across four stages (cont.):

3) **Problem-solving/Debriefing stage:** Debriefing with the student is to review what happened, or practice the alternative behavior again, and plan what to do next.

4) **Required consequences stage:** Clearly written consequences or other team-determined actions because of the behavior are important, e.g., school and district disciplinary required actions; calling parents; notifying probation department; attendance at special seminars; detention; and so forth.



Positive Behavioral Support Principle:

On-going communication needs to be between all important stakeholders in the student's life.

Key Concept:

The behavior plan must specify who communicates with whom, how frequently, and in what manner. Two-way communication between message senders and recipients is important.

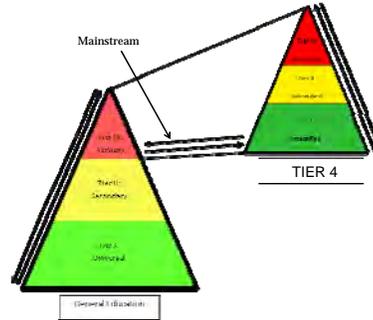
Why Evaluate your BSPs?

- Because a well written plan is far more legally defensible than a poorly written one!
- Because research demonstrates that well written plans improve outcomes better than poorly written plans
- Because research demonstrates that well written plans are implemented with greater fidelity than poorly written plans
- Because research demonstrates that learning to evaluate plans is the best training tool for learning to write a good plan

Off the Pyramid, Tier 3 and Beyond: Specialized Supports for Non-responders

- 1 percent to 2 percent of students who resist all prior tiers of support
- Special education evaluation
- Wraparound services pursued
- Increase intensity of services

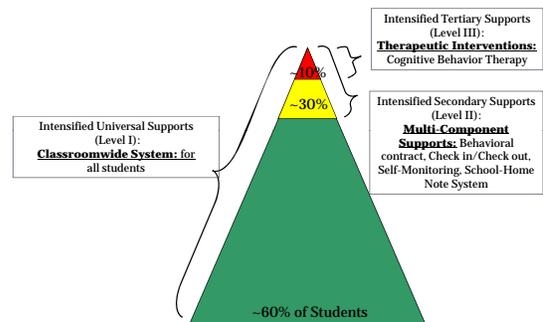
New Service Delivery Model



Creating a Three-Tiered Model within a Restrictive Setting

- Apply **RTI, three tiered-prevention logic** to service delivery within Special Education or Restrictive Placements
 - Primary for all, secondary for some, & tertiary for a few
 - Services are more intensified
 - Data are collected and discussed more frequently
- Clear guidelines for entering and exiting students

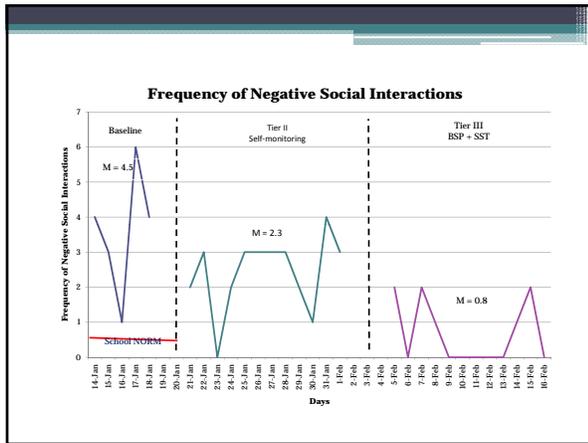
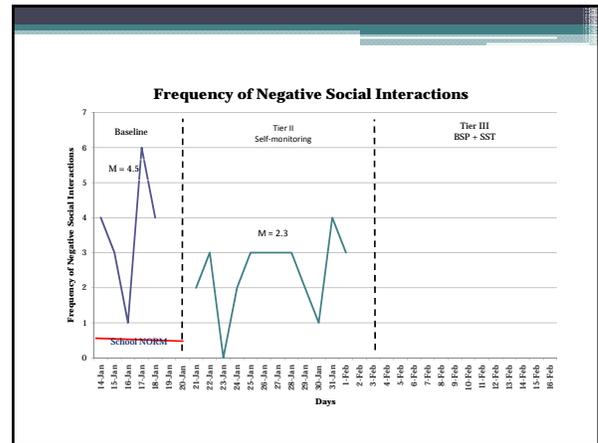
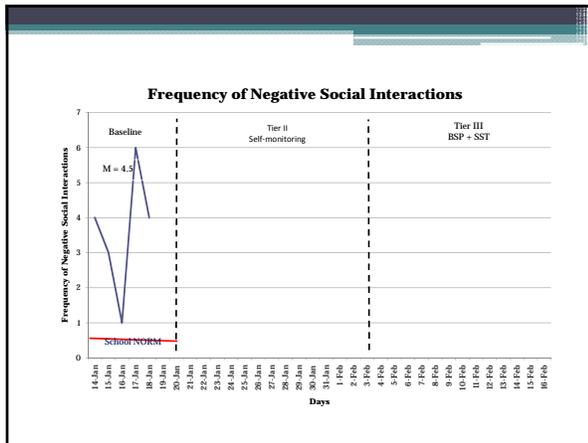
Three-Tier Model of PBS



Case Example: Treatment Responder

Demographic Info

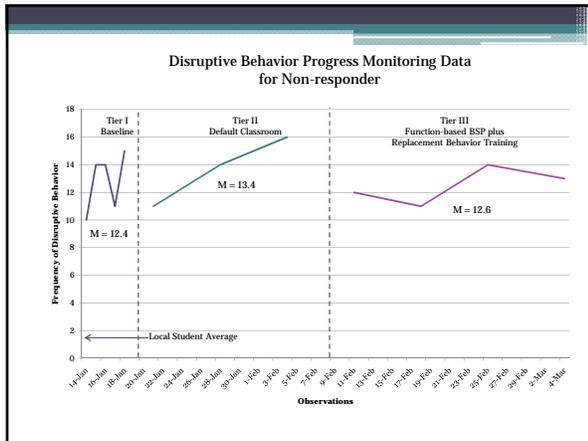
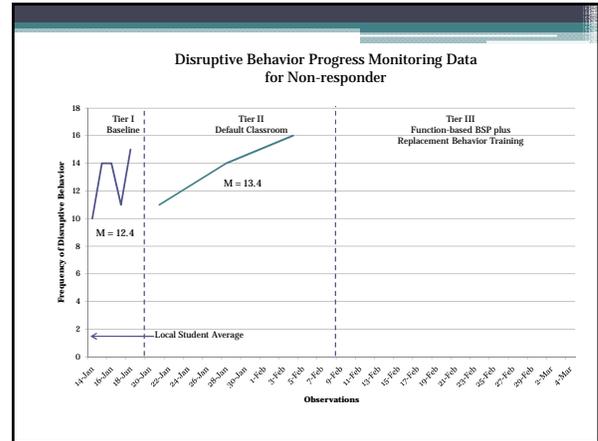
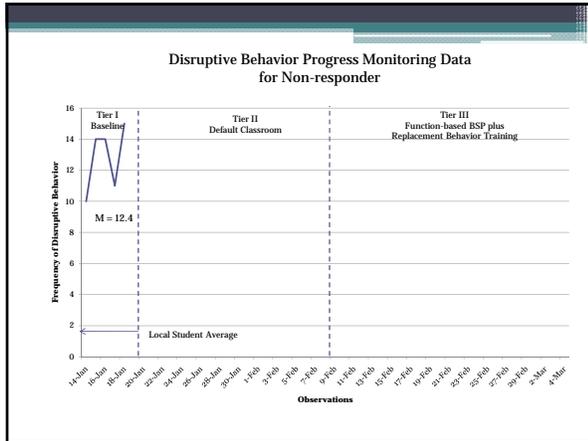
- **Grade:** 3rd grade
- **Ethnicity:** African-American
- **Gender:** Male
- **IQ:** Average range
- **Academics:** Below grade level in reading and math
- **Family history:** Low SES, history of domestic violence, single parent household
- **Target behavior:** Negative social interactions with peers (arguing, name calling, teasing, putting hands on others)



- ### Data-based Decision
- Decisions?
 - A. Remove supports altogether
 - B. Modify current supports
 - C. Drop down a tier
 - D. Bump up a tier
 - E. Keep current supports in place
 - Does this student appear to have a **disability** and **need** more intensive services (two-prong test)?
 - **Why?**
 - Do we care about treatment integrity?

Case Example:
Treatment Resister

- ### Demographic Info
- Grade: 5th grade
 - Ethnicity: Latino
 - Gender: Male
 - IQ: Low average range
 - Academics: Below grade level in reading and math
 - Family history: Low SES, parented by great grandmother, history of drug abuse
 - Target behavior: Disruptive classroom behavior (talking out loud and to self, getting out of seat, crying, noncompliance)



- ### Data-based Decision
- Decisions?
 - Remove supports altogether
 - Modify current supports
 - Drop down a tier
 - Bump up a tier
 - Keep current supports in place
 - Does this student appear to have a **disability** and **need** more intensive services (two-prong test)?
 - **Why?**
 - What other question needs to be addressed?

- ### Comprehensive Evaluation
- **Student Response Data**
 - Resistance to a series of evidence-based interventions for a long period of time.
 - ✓ For a long period of time
 - ✓ To a marked degree
 - ✓ Adversely impacts educational performance
 - **Interview with parent**
 - Problem behavior in home
 - Since early childhood
 - Parent concerned about educational and social functioning
 - ✓ For a long period of time
 - ✓ To a marked degree
 - ✓ Adversely impacts educational performance
 - **Interview with teacher**
 - Most challenging student
 - ✓ To a marked degree
 - ✓ Adversely impacts educational performance
 - Poor performance academically and socially

- ### Comprehensive Evaluation
- **Behavior Rating Scale**
 - SSRS
 - Clinically significant ratings social skills and problem behaviors
 - ✓ To a marked degree
 - **Records review**
 - History of behavior problems since 1st grade
 - ✓ For a long period of time
 - Previous intervention attempts
 - ✓ To a marked degree
 - Poor peer relations
 - ✓ Adversely impacts educational performance
 - History of poor academic performance

Recap of the Benefits of RTI for Behavior

- Prevention focused approach
- Data justify the presence of **disability** and **need**
- Reduce African-American disproportionality (Marston et al., 2004)
- Improve educational outcomes
- ~95 percent of students respond well to combined academic and behavioral RTI program

Take-home Messages

- Form and maintain a team to oversee interventions
- Adopt evidence-based interventions, eliminate those that do not produce desired change
- Scientifically progress monitor change, make decisions based on change
- Assure fidelity occurs through consultation, school teaming and data requirements
- Train staff, and support tiers of intervention

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RTI and Behavior: A Guide to Integrating Behavioral and Academic Supports

By Jeffrey Sprague, Clayton R. Cook, Diana Browning Wright and Carol Sadler

A Guide that addresses

Beliefs
Knowledge
Skills
Procedures

Necessary for effective integration of behavioral and academic supports



LRP Publications, Inc., 2008. www.shoplrp.com

Thank You!

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