


**Connecting Classrooms to
Systems of School-wide PBS**


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The Challenge

- Students spend majority of their school day in the classroom
- Majority of “discipline problems” originate in the classroom and often result in removal from instruction
- *Remaining engaged in instruction essential to student academic and social success*
- “Culture” of education often reinforces ineffective practices and creates barriers to implementing effective practices



Basic Steps

1. Focus on what you want students to do “instead” (replacement behaviors)
2. Look for patterns of behavior that suggest “functional relationships”
3. **Teach** replacement behavior and provide multiple opportunities to **practice**
4. Deliver high rates of **positive feedback/same similar outcome as problem behavior** when students display replacement behavior



Setting up the Environment

Establishing expectations (Kameenui & Simmons, 1990):

- What do I want my classroom to look like?
- How do I want children to treat me as a person?
- How do I want children to treat one another?
- What kind of information or values do I want to communicate to students about being an adult, an educator, a woman or a man in today's society?
- How do I want children to remember me when the last day of school ends and I am no longer part of their daily lives?
- ✧ How can I change my instruction to help pupils develop the skills I am trying to teach?

Bottom line = ask yourself if students have pre-requisite and requisite skills to succeed based on each of your answers – if not, teach and practice



Essential

1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need



“Learning Errors”

How are you going to prevent it from happening again?

1. Minors addressed quickly and quietly/privately
2. School wide procedures for majors are followed
3. Upon “return,” debrief and plan to prevent
 1. What does student need?
 2. What can we do to help?



Learning Errors

Simple Error Correction *(skill in repertoire?)*

- a) Signal an error has occurred (refer to rules, "We respect others in this room and that means not using put downs")
- b) Ask for an alternative appropriate response ("How can you show respect and still get your point across?")
- c) Provide an opportunity to practice the skill and provide verbal feedback ("That's much better, thank you for showing respect towards others")



"Appropriate" Responses to Learning Errors

- If student removed from learning environment, create opportunities to teach/practice replacement behaviors
- Natural consequences (is it "punishment" from the student's perspective)
- Changes within and across environments to promote appropriate behavior



A Classroom Example...

Stichter, J. P., Lewis, T. J., Johnson, N., & Trussell, R. (2004). Toward a structural assessment: Analyzing the merits of an assessment tool for a student with E/BD. *Assessment for Effective Intervention*, 30, 25-40.



Study Basics

- Subject:
 - Seven years old
 - Identified with EBD and ADHD
- Setting
 - General education 2nd grade classroom with 19 other students
 - One licensed teacher and one student teacher
- Concern
 - Student exhibits high rates of off-task
 - Student shouts out answers and questions and comments at high rates and often inappropriate



“Function of Behavior”

- Descriptive (interviews and teacher reported ABC/ Scatterplot data)
 - Function identified as **Attention**
 - Significant antecedents: **multiple step direction and group settings**
 - Very High rates of both problem behaviors reported/ inconsistency in accuracy of data collection

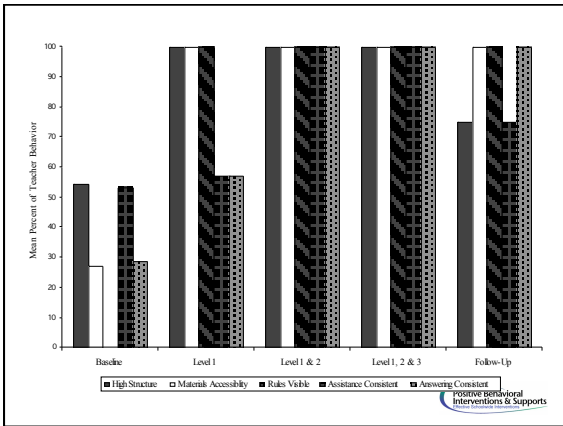


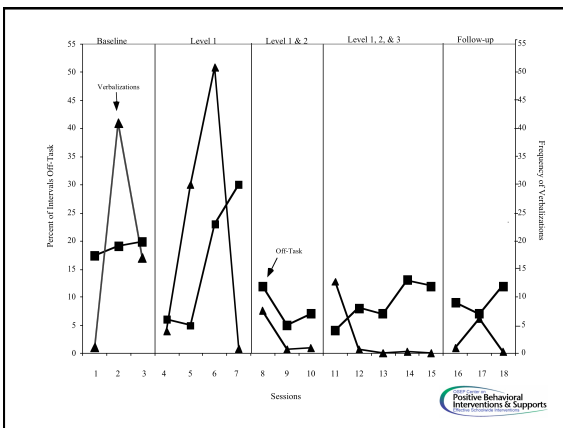
“Environment Assessment”

Significant variables:


- clarity of expectations & directions
- consistency of expectations
- accessibility of class schedules
- lack of enforced procedures (especially regarding to hand raising and verbalizations or entire class)







Connecting Universal and Advanced Tiers of Support



Basic Steps

1. School-wide, including classroom, universals in place
2. Identify students who need additional supports
3. Identify what supports student needs
 - Environment
 - Intervention
4. Monitor & evaluate progress



Teams (Data, Practices, Systems)

- School-wide PBS
 - Universals
 - Connect points to Tier II & III
- Classroom Problem Solving Team
 - Review data
 - Develop function-based interventions
- Tier II
 - Partner with Classroom Problem Solving Team Lead/Coordinator
 - Coordinate and monitor tier II supports



Tier II/III Support Process

- Step 1 – Insure Universals, including Classroom, in place
- Step 2 – Student Identification Process
 - Decision Rules
 - Referral
 - Screen
- Step 3 Classroom Problem Solving Team
 - Classroom supports (function-based)
 - Progress monitor
- Step 4 - Tier II/III supports
 - Non-responders to classroom supports
 - Match function of student behavior to intervention
 - Progress monitor
- Step 5 - Evaluate Process



Step 1. Universals In Place

- Specific Focus on Classroom
 - Review of essential features
 - Implementation Plan



Step 2. Identifying students

- Current data
 - Confidence in numbers
 - Consistency across data points
- Teacher Referral
- Screening

Approximately 10-15% of total students



Data Decision Rules

- Office Discipline Referral (ODR)
 - Major
 - Minor
- Time out of Instruction
 - “Buddy Room”
 - “Safe Seat”
 - Discipline/ Detention Room



RRKS TOC (front side)

RRKS – Time Out of Class **Code:** _____

Student: _____ Date: _____


Incident Time: _____ # of min. out of rm.: _____

Teacher: _____ Subject: _____

What did you do/not do that got you sent out of class?

Circle the RRKS expectation that was not followed:
 Respect ResponsibleKind Safe

What will you do differently next time?



RRKS TOC (back side)


Processing Checklist:
 Processing data & time:

- Review with the student reason he/she was sent out.
- Teach & practice replacement behavior.
- Provide positive reinforcement for replacement behavior.
- Check the setting in which the behavior occurred.

| | | |
|------------------------------|--|--|
| Whole group instruction | | |
| Small group instruction | | |
| Individual work | | |
| Working with peers | | |
| Alone | | |
| 1-on-1 instruction | | |
| Interacting with peers | | |
| Other: Please identify below | | |


Minor List: Circle the appropriate code

| | | |
|---|------------------------------------|---|
| <small>(MDD) Defiance/Disrespect/Non-compliance</small> | <small>(MDS) Disruption</small> | <small>(MI) Inappropriate Verbal Language</small> |
| <small>(MO) Other</small> | <small>(MPC) Phys. Contact</small> | <small>(MP) Property Misuse</small> |



Step 3. Classroom Problem Solving Team

- Grade level / combinations
- Once a week focus of meeting = social behavior concerns when decision rule met
- Standard problem solving steps



Classroom Problem Solving Team

- Process leader
 - Classroom teachers (with partner)
- Tier II Team partner
 - School Psychologist, Counselor, Administrator
- Process
 - Data-based decision making
 - Guiding questions
 - Function-based intervention
 - Teach replacement
 - Environmental alterations / supports
 - Monitor progress



Classroom Problem Solving Team

- Student meets data decision rule
- Classroom teacher completes preliminary forms (documents student progress to date)
- Team leader walks team through problem solving process
- Tier II Team partner attends if team is unable to identify patterns leading to intervention or when significant concerns noted
- Plan put in place
- Student progress monitored and reported at weekly meetings




Classroom Problem Solving Team

- Develop intervention based on function of behavior
 - Environment changes
 - Student skills to teach/practice/reinforce
- Monitor progress
 - Same data that brought them to your attention
 - Problem and Appropriate behavior
 - Teacher observations




Getting through State Assessments, Breaks, and May...




1. "It's just behavior"

Its not personal... students engage in problem and appropriate behaviors to get needs met



2. Behavior is learned

What you see is the result of risk factors within children's past learning history (poverty, disability, academic failure, language, culture....)



3. Build in Protective Factors to Buffer Risk Across the School Day

Academic and Social Behavior Success



4. Research continues to demonstrate the most effective strategies are instruction based

- Teach “what you want them to do instead”
- Focus on academic and social success in terms of **linear** growth, not absolute



5. Pause, step back,& smile

The most effective strategies will fail to impact students in the absence of sincerity, respect, and obvious joy in teaching