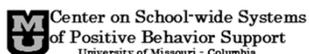


Addressing the Needs of Students Who Drop out through School-wide Positive Behavior Support

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OSEP Center on Positive Behavioral Interventions and Supports <pbis.org>



Starting Point

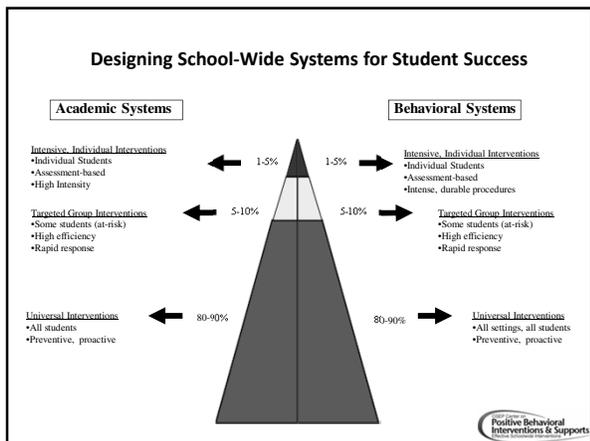
- We can't “make” students learn or behave
- We can create environments to increase the likelihood students learn and behave
- *Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity*

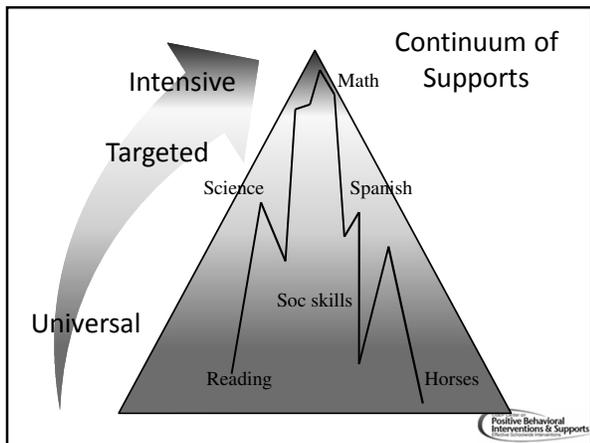


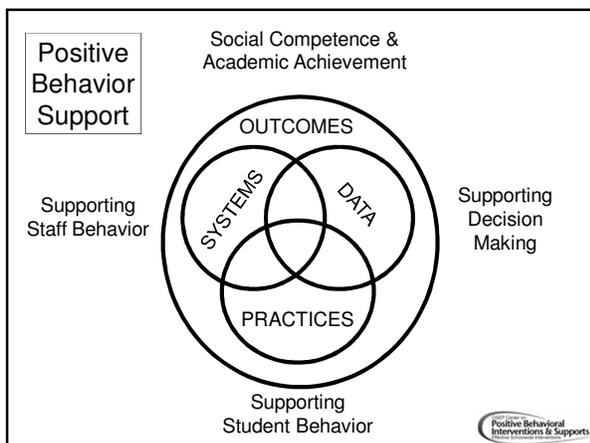
What Works Clearing House

- Data to diagnosis number who drop out
- Adult advocates
- Academic supports
- Improve student's classroom behavior and social skills
- Personalize the learning environment
- Rigorous & relevant instruction to engage students









Essential Features

- Teams
- Universal curriculum developed / identified
- Data-based decision making
- Problem solving logic
- Access to Technical Assistance
- Working toward district/regional support



Universal Strategies: School-Wide

Essential Features

- Statement of purpose
- Clearly define expected behaviors (Rules)
- Procedures for teaching & practicing expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for record-keeping and decision making (swis.org)
- Family Awareness and Involvement



Benton Elementary

I am....	All Settings	Classroom	Hallways	Cafeteria	Bathrooms	Playground	Assemblies
Safe	<ul style="list-style-type: none"> •Keep bodies calm in line •Report any problems •Ask permission to leave any setting 	<ul style="list-style-type: none"> •Maintain personal space 	<ul style="list-style-type: none"> •Walk •Stay to the right on stairs •Banisters are for hands 	<ul style="list-style-type: none"> •Walk •Push in chairs •Place trash in trash can 	<ul style="list-style-type: none"> •Wash hands with soap and water •Keep water in the sink •One person per stall 	<ul style="list-style-type: none"> •Use equipment for intended purpose •Wood chips are for the ground •Participate in school approved games only •Stay in approved areas •Keep body to self 	<ul style="list-style-type: none"> •Walk •Enter and exit gym in an orderly manner
Respectful	<ul style="list-style-type: none"> •Treat others the way you want to be treated •Be an active listener •Follow adult direction(s) •Use polite language •Help keep the school orderly 	<ul style="list-style-type: none"> •Be honest •Take care of yourself 	<ul style="list-style-type: none"> •Walk quietly so others can continue learning 	<ul style="list-style-type: none"> •Eat only your food •Use a peaceful voice 	<ul style="list-style-type: none"> •Allow for privacy of others •Clean up after self 	<ul style="list-style-type: none"> •Line up at first signal •Invite others who want to join in •Enter and exit building peacefully •Share materials •Use polite language 	<ul style="list-style-type: none"> •Be an active listener •Applaud appropriately to show appreciation
A Learner	<ul style="list-style-type: none"> •Be an active participant •Give full effort •Be a team player •Do your job 	<ul style="list-style-type: none"> •Be a risk taker •Be prepared •Make good choices 	<ul style="list-style-type: none"> •Return to class promptly 	<ul style="list-style-type: none"> •Use proper manners •Leave when adult excuses 	<ul style="list-style-type: none"> •Follow bathroom procedures •Return to class promptly 	<ul style="list-style-type: none"> •Be a problem solver •Learn new games and activities 	<ul style="list-style-type: none"> •Raise your hand to share •Keep comments and questions on topic

RAH – at Adams City High School
(Respect – Achievement – Honor)

RAH	Classroom	Hallway/ Commons	Cafeteria	Bathrooms
Respect	Be on time; attend regularly; follow class rules	Keep location neat, keep to the right, use appropriate lang., monitor noise level, allow others to pass	Put trash in cans, push in your chair, be courteous to all staff and students	Keep area clean, put trash in cans, be mindful of others' personal space, flush toilet
Achievement	Do your best on all assignments and assessments, take notes, ask questions	Keep track of your belongings, monitor time to get to class	Check space before you leave, keep track of personal belongings	Be a good example to other students, leave the room better than you found it
Honor	Do your own work; tell the truth	Be considerate of yours and others' personal space	Keep your own place in line, maintain personal boundaries	Report any graffiti or vandalism

Positive Behavioral Interventions & Supports

- Core Curriculum**
- Based on local issues/problems – “What do you want them to do instead”
 - Clear goal/purpose
 - Matched to student need
 - Research-based
 - Accompanying training and support for all staff to implement
- Positive Behavioral Interventions & Supports

- Universal Strategies:
Nonclassroom Settings**
- Identify Setting Specific Behaviors
 - Develop Teaching Strategies
 - Develop Practice Opportunities and Consequences
 - Assess the Physical Characteristics
 - Establish Setting Routines
 - Identify Needed Support Structures
 - Data collection strategies
- Positive Behavioral Interventions & Supports

Universal Strategies: Classroom

- Use of school-wide expectations/rules
- Effective Classroom Management
 - Behavior management
 - Instructional management
 - Environmental management
- Support for teachers who deal with students who display high rates of problem behavior



Early Literacy & Behavior

(Kelk & Lewis, 2001)

What are the effects of three instructional conditions a) social skill instruction, b) phonological / phonemic awareness instruction, and c) a combination of social skill instruction and phonological awareness instruction on the reading related and/or social behavior of at-risk kindergarten children?



	Early Literary Outcome	Social Skill Outcomes
Phonemic Instruction	+/-	-
Social Skill Instruction	-	+/-
Phonemic and SS Instruction	+	+
Control Group	-	-



Importance of Effective Instruction

(Sanders, 1999)

- The single biggest factor affecting academic growth of any population of youngsters is the effectiveness of classroom instruction.
- The answer to why children learn well or not isn't race, it isn't poverty, it isn't even per-pupil expenditure at the elementary level.
- The classroom's effect on academic growth dwarfs and nearly renders trivial all these other factors that people have historically worried about.



So one of our own is now blaming everything on the teacher!!

If classroom teachers are struggling, it is a systems issue NOT an individual teacher issues



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



Systems

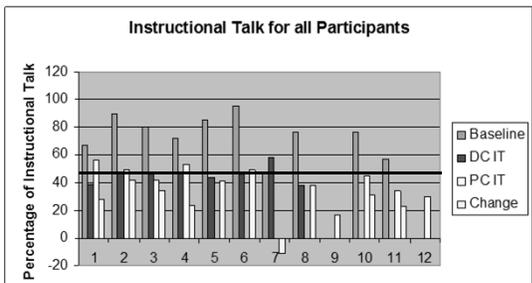
- Teach
 - Brief in-service, single topic focus
- Practice (performance feedback)
 - Peer coaching
 - Principal “walk throughs”



Peer Coaching with Performance Feedback

- 2 schools – one high SES, one low SES
- 4 teacher “cool tools” on instructional talk, prompts, feedback, and wait time
- Implemented school-wide; provided a tip sheet and mini in-service on each, weekly email reminders from administrators
- Each cool tool 4 weeks long - cumulative



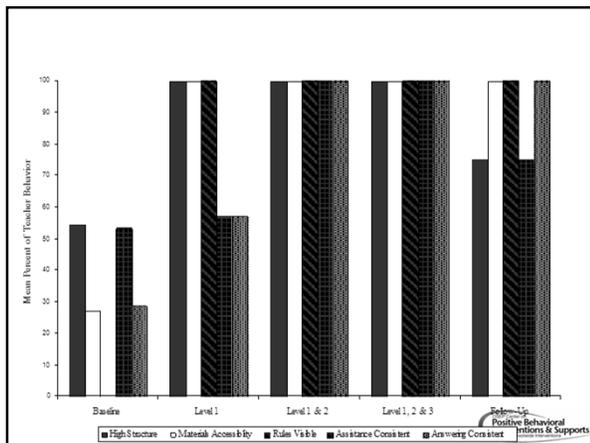


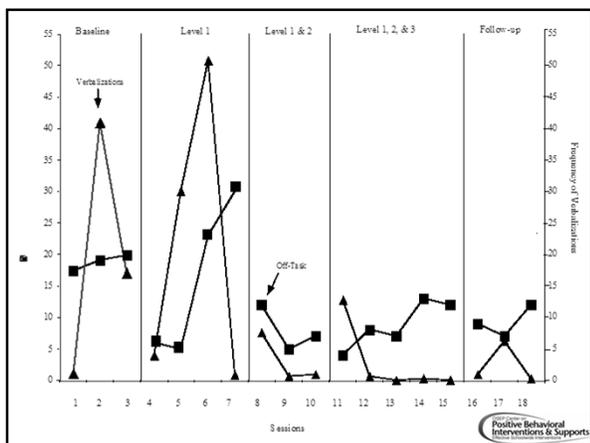
Classroom Intervention within SW-PBS

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

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







Randomized Controlled Trials Examining SW-PBS

Bradshaw, C.P., Koth, C.W., Thornton, L.A., & Leaf, P.J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized effectiveness trial. *Prevention Science, 10*(2), 100-115

Bradshaw, C.P., Koth, C.W., Bevans, K.B., Ialongo, N., & Leaf, P.J. (2008). The impact of school-wide Positive Behavioral Interventions and Supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly, 23*(4), 462-473.

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12*, 133-148.

Bradshaw, C.P., Reinke, W. M., Brown, L. D., Bevans, K.B., & Leaf, P.J. (2008). Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS) in elementary schools: Observations from a randomized trial. *Education & Treatment of Children, 31*, 1-26.

Horner, R., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A., & Esperanza, J., (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions, 11*, 133-145.

Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptionality, 42*(8), 1-14.



Even at the High School Level....

- West Charlotte High School
 - 72% Free and reduced lunch / 98% minority
 - Reduction in suspensions, increases in achievement
- Triton High School
 - 48% Free and reduced lunch
 - 59% reduction in suspension
 - Halved the drop out rate



Even at the High School Level....

- Mountain View High School
 - 30% free and reduced lunch
 - 30% reduction in ODR
 - Last to first in achievement in district
- Lebanon High School
 - 47% Free and reduced lunch
 - Improvement in school climate
 - 25% Reduction in ODR



Tier II (small group)

- Efficient and effective way to identify at-risk students
 - Screen
 - Data decision rules
 - Teacher referral
- Informal assessment process to match intervention to student need
 - Small group Social Skill Instruction
 - Self-management
 - Academic Support
- Part of a continuum – **must link to universal school-wide PBS system**



Tier III (individualized support)

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional Behavioral Assessment
- Connections to Mental Health and Community Agencies
- Part of a continuum – **must link to universal school-wide PBS system**



Essential to Success

Learning History & Teaching



Consider....

If antisocial behavior is not changed by the end of grade 3, it should be treated as a chronic condition much like diabetes. That is, it cannot be cured but managed with the appropriate supports and continuing intervention (Walker, Colvin, & Ramsey, 1995).



Contributing Factors -Parent/Child Social Interactions

- Common Patterns of early learning found in homes of children at-risk for anti-social behavior
 - Inconsistent discipline
 - Punitive management
 - Lack of monitoring



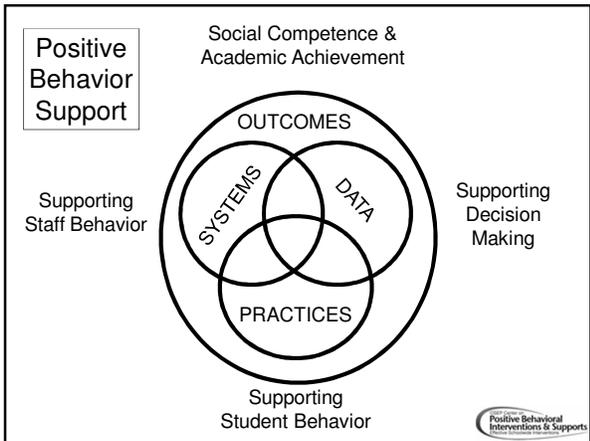
Contributing Factors - Poverty & Language

Meaningful Differences in the Everyday Experience of Young American Children -Betty Hart & Todd Risley



Tier II & III Systems & Classroom Problem Solving





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
 - Classroom supports (function-based)
 - Progress monitor
- Step 4 - Tier II/III supports
 - Non-responders to grade level supports
 - Match function of student behavior to intervention
 - Progress monitor
- Step 5 - Evaluate Process



Classroom Problem Solving

- Process leader
 - Classroom teachers, Specialist teachers
- 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



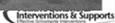
Classroom Problem Solving

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



Parkade Elementary

- Currently 430 students
- District Multi-Categorical classroom
- District Emotional Disturbance program
- Free and Reduced Percentage: 65%
- Special Education Students: 19%
- Mobility: 23%
- Ethnicity
 - White 46%
 - Minority 53%
 - Black 36%
 - Hispanic 7.5%
 - Asian 4%
 - Multi 2.5%
 - American Indian 2%
 - Pacific Islander 1%



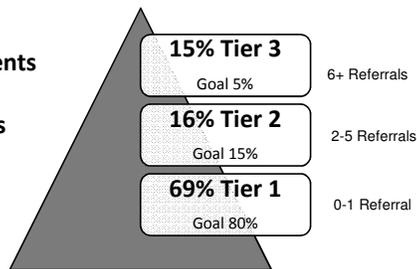
Insure Universals Including Classrooms are in Place

- Teams discuss their expectations, rules, procedures and routines before the school year starts and then explicitly teach those in the first few days of school.
- Morning Meetings from 8:50-9:20 school-wide
- Lessons are determined by looking at previous months data



Baseline Behavior Data Spring 2008

57 students with 9+ Referrals

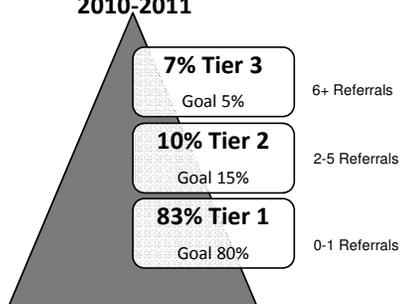


1712 referrals



Current Behavior Data 2010-2011

16 Students with 9+ Referrals



516 Referrals



Classroom Quiz

1. When the teacher _____, most students stop and listen.
Yes Sometimes No

2. When class starts, the teacher has everything ready.
Yes Sometimes No

3. Before we start a new activity, the teacher reminds us what we are supposed to do.
Yes Sometimes No

4. When we are asked to work by ourselves, all students work quietly and do what they are supposed to do.
Yes Sometimes No

5. I often finish my work and do not know what I should be doing while others are still working.



Student Identification Process

Parkade Tier II Data Decision Rules – Behavior:

- 2-5 Office referrals (Major)
- 2+ Buddy Room referrals in a 2 week period (Minor)
- Student is engaging in a repeated pattern of problem behavior in more than one setting or with more than one adult
- Internalizing Behaviors
- Problem behavior is having negative consequences on student’s social relationships
- The problem behavior is NOT dangerous to student or others



How Do We Know if Classroom Environmental Changes Were Effective?

- DATA
 - Office Discipline Referrals (minors and majors)
 - Teacher Progress Monitoring (work completion, Pride Tickets earned, etc)
 - Teacher perception



Tier II Supports

- Students who do not respond to classroom / informal supports (grade level 2-3 weeks)
- Student brought to Tier II Team
 - Classroom problem solving plan
 - Progress data
- Based on function of problem behavior and response to classroom supports, match student to Tier II intervention



Tier II Supports

- Centralized
- Each has a coordinator
- Placed in support by Tier II Team
- Classroom supports continued / modified
- ALL in building aware of their role in supporting students in Tier II Supports



Tier II Supports

- Self-Management
 - Check in / Check Out -Primary / middle
 - Check & Connect - Secondary
- Social Skill Groups
- Academic Supports



Evaluate Process

- Tier II/III Interventions
 - Integrity of Implementation Checks
 - Student Data Graphs
 - Staff Self Assessment Surveys
 - Student Surveys
- Entire Tier II/III System
 - *Benchmark for Advanced Tiers (BAT)*
 - *Individual Students Systems Evaluation Tool (ISSET)*
 - Office Discipline Data



Field Elementary School

- High Diversity
 - School has 290 students; 50% minority; 20% English Language Learners; 13% special education
- Instructional leader turnover
- Poverty
 - 79% of students qualify for free and reduced lunches
- Highly transient population



Field Elementary School

- + Teachers and Staff committed to the increasing academic and social success of all students
- + A committed Principal who supported faculty in their efforts to change the way the taught to improve children's lives



Field Elementary School

- Academic Standing
 - Annual Yearly Progress (AYP)
 - 5% of all students scored proficient in 2005, according to the Missouri Assessment Program.
 - Breakdown by group:
 - 0% African American
 - 18% Caucasian
 - 0% Students with disabilities
 - 0% English Language Learners
 - 7% Free/Reduced Priced Lunch



Designing School-Wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

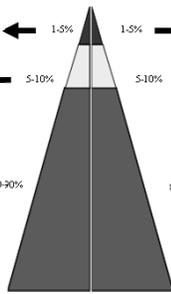
Universal Interventions

- All students
- Preventive, proactive

← 1.5%

← 5-10%

← 80-90%



Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive



Field Elementary School

- Literacy
 - In 2004–05, 44% students required intensive support for reading and writing
- Social Behavior
 - In 2003-04 Averaging 10.4 discipline referrals per day



Structure	Core Reading 90 min, 5 days week with:	Intervention Groups 45 min, 4 days week, with: (5 th day individual focus)
Tier III Intensive Intervention	Classroom Teacher	Reading specialists, Sp Ed, ELL, Sp. Lang, K-2 SRA Reading Mastery 3-5 Wilson Reading Systems
Tier II Strategic Intervention	Classroom Teacher	Classroom Teacher Reading Mastery or Soar to Success
Tier I DIBELS benchmark	Classroom Teacher	Classroom Teacher Enrichment based on themes of core program



Core Reading and Intervention Schedule

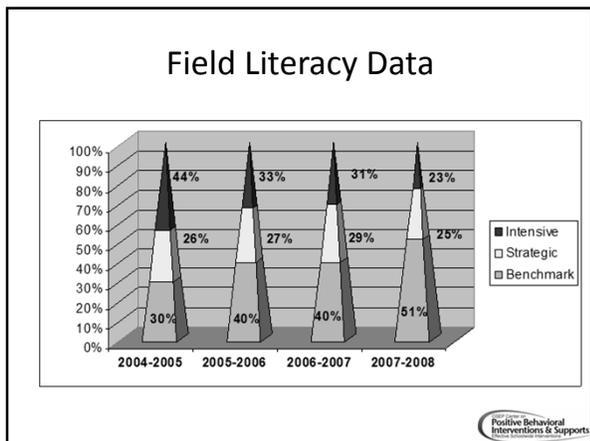
Core	Intervention
K 9:00-10:30	12:25-12:55
1 st 9:00-10:30	11:30-12:15
2 10:00-11:30	9:15-10:00
3 11:00-12:30	10:15-11:00
4 1:45-3:15	1:00-1:45
5 1:00-2:30	2:15-3:00



Impact

- **Improved Academic Standing**
 - Annual Yearly Progress
 - In 2007, 27% of Field' s students scored proficient (up from 5%).
 - African American: 0% improved to 16%
 - Caucasian: 18% improved to 57%
 - Students with disabilities: 0% improved to 25%
 - English Language Learners: 0% improved to 27%





- ### Big Ideas
- Develop Core curriculum (social & academic)
 - Teach & Practice
 - Data-based decision making
 - Evaluate effectiveness
 - Identify “non-responders”
 - Continuum of supports firmly linked to core curriculum
 - Small group/targeted
 - Individual
 - Systems, systems, systems
 - Problem Solving using logic of PBS & RTI
- Positive Behavioral Interventions & Supports

- ### Creating Environments
- Focus on socially important behaviors
 - Inviting atmosphere / Friendly & Helpful
 - Connections / relationships between:
 - Staff-staff
 - Staff-students
 - Students- adults
- Is your school a place where you would want your own child to attend?*
- Positive Behavioral Interventions & Supports
