

What Every Administrator Needs to Know about Improving Social and Academic Behavior Through a Continuum of Supports

Tim Lewis, Ph.D.

University of Missouri

OSEP Center on Positive Behavioral Intervention & 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



Toward a Solution

The answer is not the invention of new solutions, but the enhancement of the school's organizational capacity to:

- Accurately adopt and efficiently sustain their use of research-validated practices
- Provide a Seamless continuum of behavioral and academic support for all students
- Be part of a district wide system of behavior and academic support
- Increased focus, teacher training, community training, and funding for early intervention



Context

The School Environment Must Support Appropriate Social & Academic Behavior

School-Wide Positive Behavior Support

Response to Intervention



Givens...

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



School-wide PBS

Common school response to problem behavior = "punishment" of misbehavior and assumptions about appropriate behavior and/or seek out alternative placements



The Danger....

“**Punishing**” problem behaviors (without a proactive support system) is associated with **increases** in (a) aggression, (b) vandalism, (c) truancy, and (d) dropping out. (Mayer, 1995, Mayer & Sulzar-Azaroff, 1991, Skiba & Peterson, 1999)



The Good News...

Research reviews indicate that the **most effective** responses to school violence are

(Elliot, Hamburg, & Williams, 1998; Gottfredson, 1997; Lipsey, 1991, 1992; Tolan & Guerra, 1994):

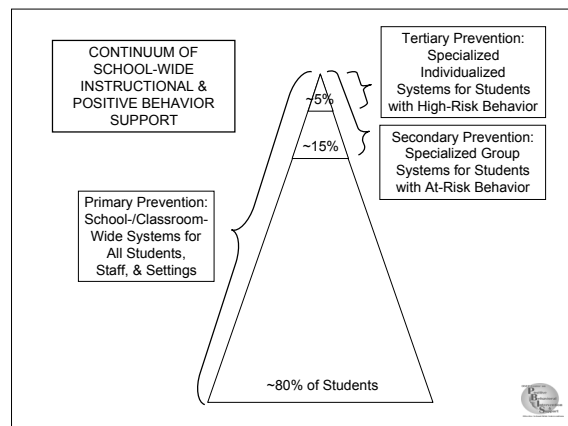
- Social Skills Training
- *Academic Restructuring*
- Behavioral Interventions



School-wide Positive Behavior Support

SW-PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior

OSEP Center on PBIS



Positive Behavior Support

Social Competence & Academic Achievement

Supporting Staff Behavior



Supporting Decision Making

Supporting Student Behavior



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 Baristers 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

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



Universal Strategies: Classroom

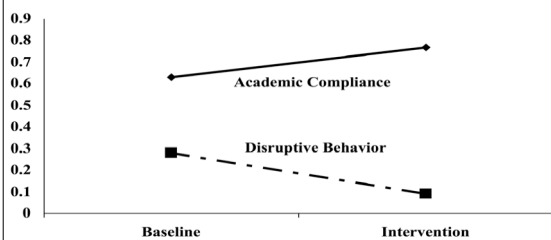
- Use of school-wide expectations/rules
- Effective Classroom Management
 - Behavior management
 - Instructional management
 - Environmental management
- Support for teachers who deal with students who display high rates of problem behavior



Why must schools build strong universal classroom systems of support?



Inverse relationship between increased probability of compliance induced by effective teaching on the rate of disruptive behavior
(Gunter, Shores, Jack, Denny, & DePaape, 1994)



The Impact of Ineffective Instruction

(Sanders & Rivers, 1996)

- Defined “effective” classrooms based on the academic gains of students.
- Compared various sequences of student assignment to classrooms ranging from three consecutive “ineffective” to three consecutive “effective.”
- Differences in student achievement of 50 percentile points were observed as a result of ineffective classroom sequence after only three years.
- The effects of classroom instruction on student achievement are both additive and cumulative with little evidence of compensatory effects.



Importance of Effective Instruction

(Sanders, 1999)

- The single biggest factor affecting academic growth of any population of youngsters is the effectiveness of the individual classroom.
- 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.



Structural Analysis

Setting Factors Assessment Tool

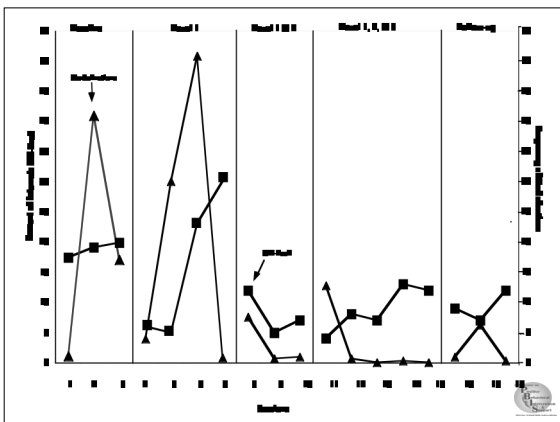
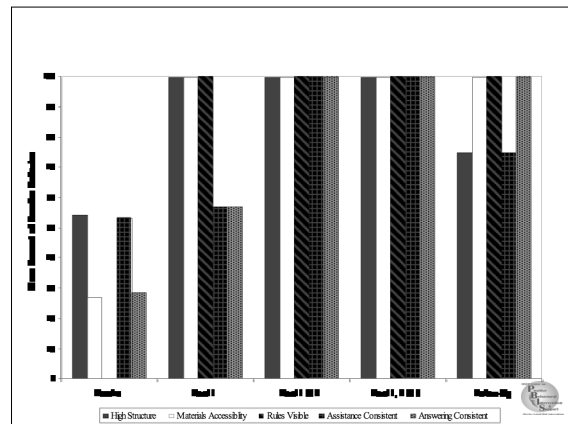
- Level 1: Classroom Set-up and Structure
- Level 2: Context Specific Activities
- Level 3: Instructional Delivery and Tasks
- Level 4: Student Behavior

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.



Case Study

- SFAT
 - 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).



Small Group and Individual Interventions

Supporting Students At-Risk and those with Disabilities



Important Themes

- Part of a continuum – must link to school-wide PBS system
- Efficient and effective way to identify students
- Assessment = simple sort
- Intervention matched to presenting problem but not highly individualized



Assessment

Focus is on sorting student for service, not “diagnosis and placement.”

- Social-Behavioral Concerns
 - Social skills
 - Self-management
- Academic Concerns
 - Peer Tutors
 - Check in
 - Homework club
- Emotional Concerns
 - Adult mentors



Individual Support Plans

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional Behavioral Assessment
- Linked to school-wide system



FBA – PBS Plan Process

Success requires:

1. Individual(s) with expertise in FBA-PBS
2. Fluency with a clear process among all staff including their role
3. A basic understanding of the Applied Behavior Analysis = *Behavior is functionally related to the teaching environment*



Essential Steps to Individual PBS Plans

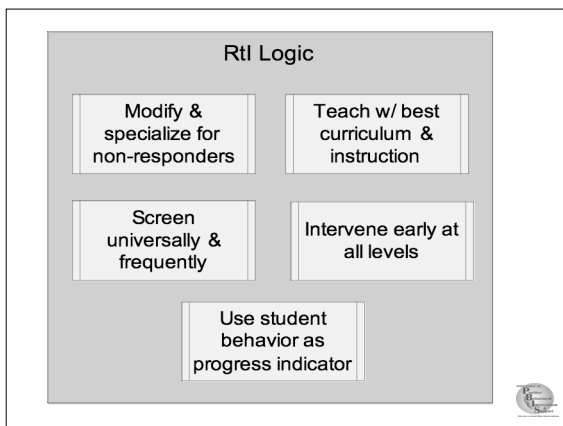
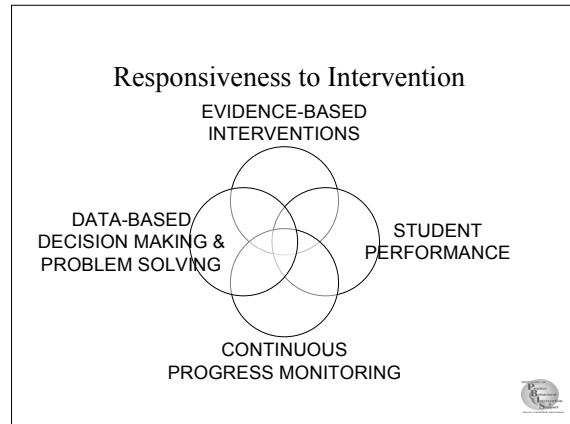
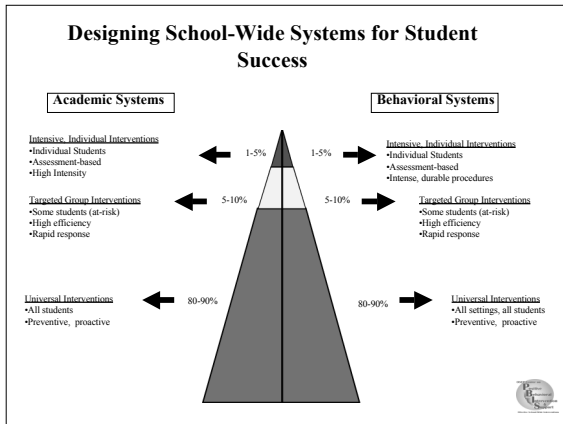
1. Request for assistance
2. Operationally define problem/replacement behavior
3. Background/archival data/ data collection/Environmental Assessment
4. Functional Behavioral Assessment
 - Indirect measures
 - Direct observation
5. Develop hypothesis regarding function of problem behavior
6. Develop a PBS plan
 - Social skill instruction
 - Self management
 - Environmental modifications
7. Implement, Monitor and Evaluate progress



Response to Intervention

Common school response to academic challenges = send to specialists to “be fixed”





- ### Universal Supports: Core Instruction
- Consistent “core” curriculum implemented school-wide (*research-based*)
 - Core instruction follows effective instructional practices (NWREL.org)
 - Core instruction implemented with fidelity
 - Consistent, prioritized, and protected time allocated to instruction
 - Data decision rules to identify a) those at high risk and b) “non-responders” in a timely manner

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

Targeted / Small Supports



Important Themes

- Part of a continuum – must link to core curriculum
- Efficient and effective way to identify students (Curriculum Based Measures; *DIBELS*) through FREQUENT monitoring
- Intervention matched to presenting problem but not highly individualized



Targeted Supports

Intensify Instruction

- Increase academic engaged time
- Small group / one:one
- Increased opportunities to respond
- Supplemental curriculum

Alter Instructional Environment

- Rules & routines
- Attention signal
- Ratio of positive / negative statements
- Efficient transitions
- Active supervision



Individual / Intensive



Individual

- When small group/targeted not sufficient
- When data indicate high risk*
- Linked to core curriculum / outcomes

**limited data beyond literacy*




Individual/ Intensive

- Targeted assessment (Curriculum Based Measures; *DIBELS*)
- Instruction targets remediation and/or accommodation
- Environment provides multiple and sustained engagement opportunities
- Monitor outcomes and make necessary adjustments (*progress monitoring*)




RtI Applications (Sugai, 2007)

	EARLY READING/LITERACY	SOCIAL BEHAVIOR
TEAM	General educator, special educator, reading specialist, Title 1, school psychologist, etc.	General educator, special educator, behavior specialist, Title 1, school psychologist, etc.
UNIVERSAL SCREENING	Curriculum based measurement	SSBD, ODR, record review, gating
PROGRESS MONITORING	Curriculum based measurement	ODR, suspensions, behavior incidents, precision teaching, attendance
EFFECTIVE INTERVENTIONS	5-specific reading skills: phonemic awareness, phonics, fluency, vocabulary, comprehension	Direct social skills instruction, positive reinforcement, token economy, active supervision, behavioral contracting, group contingency management, function-based support, self-management
DECISION MAKING RULES	Core, strategic, intensive	Primary, secondary, tertiary tiers




Field Elementary School

SW-PBS and RtI with Literacy




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 ethnicity:
 - 0% African American
 - 18% Caucasian
 - 0% Students with disabilities
 - 0% English Language Learners
 - 7% Free/Reduced Priced Lunch



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



Impact



- Literacy
 - In 2004–05, 44% students required intensive support for reading and writing. This number shrunk to 31% in 2007–08.
 - Shifted to a structured, explicit, research-based core literacy program with three tiers:
 - One: Benchmark
 - Two: Strategic Intervention
 - Three: Intensive Intervention
 - Monitor progress in fall, winter and spring



Impact

- Improved Academic Standing
 - Annual Yearly Progress
 - In 2007, 27% of Field's students scored proficient in 2007 (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



Systems, systems, system

Kauffman states “...attempts to reform education will make little difference until reformers understand that schools must exist as much for teachers as for student. Put another way, schools will be successful in nurturing the intellectual, social, and moral development of children only to the extent that they also nurture such development of teachers” (1993, p. 7).

