Our Agenda

☑ Review the basic elements and processes of positive behavior support systems

☑ Review of efficacy literature

☑ Understand why schools have not achieved desired outcomes with current programs and approaches

☑ Learn the 5 essential evidenced-based components of an effective positive behavior support system

☑ Understand how these essential components can fit within your current MTSS and/or PBIS initiatives.

☑ Learn practical strategies and techniques to implement positive behavior approaches using a technology platform called "Hero"

Background on Positive Behavior Support Systems (PBSS)

Positive Behavior Support Systems (PBSS)

*Is not a packaged curriculum, nor a scripted intervention.
PBSS is an approach that combines:*

1 Evidence-based practices from Positive Behavior Support (PBS; Horner, 1990; Sugai et al., 2000).

2 Universal behavioral prevention (Walker, Horner, Sugai, & Bullis, 1996).

3 Instructional focus on teaching positive and prosocial behaviors (Horner et al., 2009; Sugai & Horner, 2009b).

Designing Multi-Tiered 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% >   < 1-5%

5-10% >   < 5-10%

80-90% of students   80-90% of students

BEHAVIORAL SYSTEMS

Intensive, Individual Interventions
- Indv. Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
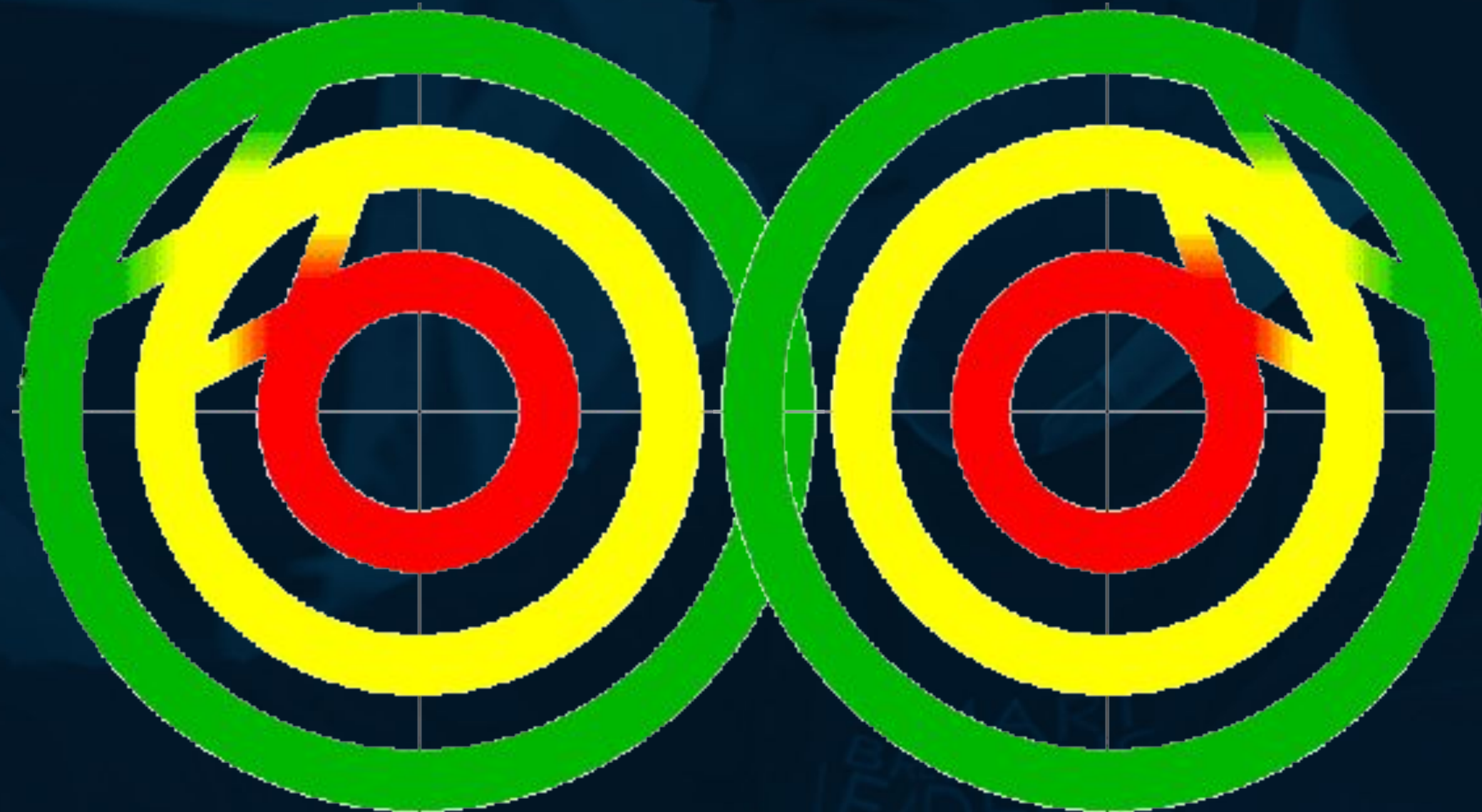- All settings, all students
- Preventive, proactive

The Interaction of Learning and S-E-B

ACADEMIC
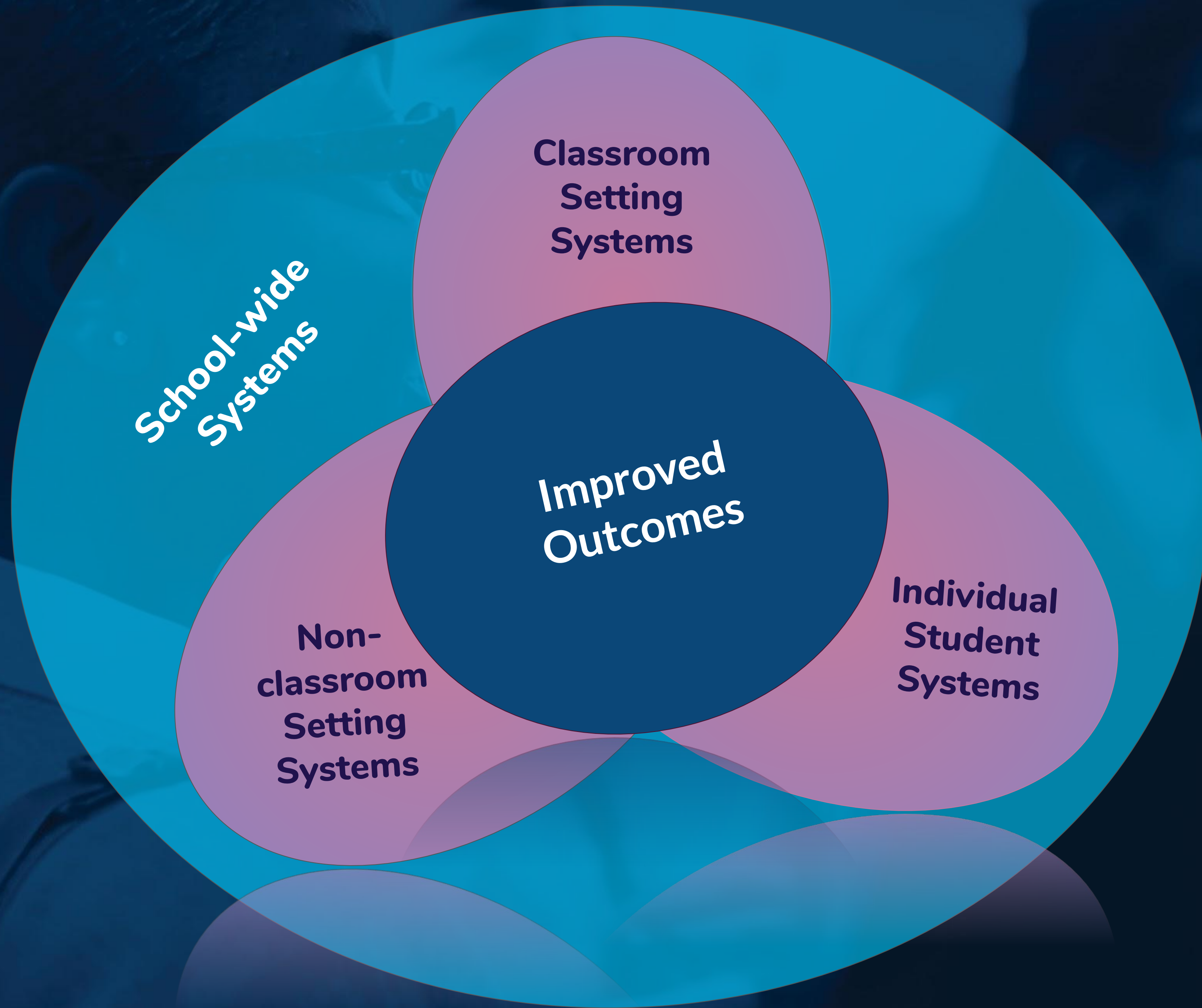LEARNING,
MASTERY AND
ACHIEVEMENT

INDEPENDENT
LEARNER

SOCIAL,
EMOTIONAL, AND
BEHAVIORAL
DEVELOPMENT

SELF- MANAGER

(Knoff, H. 2018)

6 Components of Positive Behavior Support Systems

1 Establish commitment and maintain team

2 Establish school-wide expectations

3 Establish an on-going system of rewards

4 Establish a system for responding to behavioral violations

5 Establish a data system to monitor progress and aid in decision making

6 Arrange for consistent implementation and utilize district level support

6 Components of Positive Behavior Support Systems

1 Establish commitment and maintain team

6 Components of Positive Behavior Support Systems

2 Establish school-wide expectations

Classroom	Hallway	Playground/Recess
●Always do your best	●Use the correct door	●Use kind words to others
●Be on task	●Walk on the right	●Involve everyone
●Be cooperative	●Keep hands and feet to yourself	●Share equipment
●Follow adults directions	●Inside voices	●Follow game's rules
●Keep hands, feet and objects to yourself	●Hold door open for others	●Listen and follow adult directions
●Share/help others	●Pick up trash	●Keep hands and feet to yourself
●Use inside voice	●Turn in lost items to the office	●Use equipment properly
●Recycle	●Walk quietly	●Put equipment back into place
●Clean up after yourself	●Be on time	●Take turns
●Take care of your own belongings	●Allow others to pass	●Defend victim being bullied
●Be polite	●Greet others politely	●Ask aids for help
●Put materials away	●Listen and follow directions	●Play nicely
●Be prepared	●Close lockers gently	●Think safety
●Follow instructions	●Keep hallways clean	●Use your time wisely
●Raise your hand	●Head directly to your destination	●Head back to classroom on time
●Listen to others	●Pay attention when walking	●Keep area clean
●Stay in the classroom	●Make sure to have a pass	
●Think before you act	●Walking only	
●Use appropriate language	●Keep our walls clean	
●Keep pets at home		
●Have homework completed by the time school starts		
●Accept consequences for your actions		

Develop Rules of Behavior

SchoolMint

Eagle PRIDE
Preparation
Responsibility
Integrity
Diligence
Earn Respect

Formula 4 Success
Respect
Responsibility
Ready-to-learn
Re-thinking

The Respect School
Respect others
Respect property
Respect yourself

HIGH 5s
Be respectful
Be responsible
Be there, be ready
Follow directions
Hands/feet to self

RAMS Rules
Responsibility & Respect
Academic Achievement
Motivation
Success

Matrix of Expected Behavior

THE CHATSWORTH SCHOOL — CODE OF CONDUCT

CODE OF CONDUCT	CLASSROOMS AND ALL SETTINGS	HALLWAYS	BUS
I am **RESPECTFUL**	✓ Listen politely ✓ Raise hand to speak ✓ Speak respectfully ✓ Use kind words ✓ Ask permission to use things	✓ Walk silently ✓ Keep hallways neat and clean ✓ Keep hands off walls and displays	✓ Use a quiet voice ✓ Speak nicely to others
I am **RESPONSIBLE**	✓ Follow directions ✓ Make good choices ✓ Accept consequences	✓ Follow directions ✓ Make good choices ✓ Accept consequences	✓ Follow directions ✓ Make good choices ✓ Accept consequences
I am **SAFE**	✓ Keep hands and feet to self ✓ Stay in assigned areas ✓ Sit in chair safely ✓ Use furniture and supplies appropriately	✓ Walk in single, straight line ✓ Keep a reasonable distance between self and others ✓ Walk safely up and down steps ✓ Keep hands and feet to self	✓ Stay in your seat ✓ Keep seat belt buckled ✓ Keep hands and objects inside the bus ✓ Keep hands and feet to self
I am **PREPARED**	✓ Come prepared ✓ Work carefully ✓ Complete your work ✓ Do your best	✓ Walk with a purpose ✓ Face forward with hands at your sides	✓ Be on time outside waiting ✓ Sit in assigned seat ✓ Buckle your seat belt

6 Components of Positive Behavior Support Systems

**3** Establish an on-going system of rewards

4 Establish a system for responding to behavioral violations

+	Expected Prosocial Behaviors Classroom and Common Areas	Responses: Positive Responses, Incentives, Rewards
–	Inappropriate, Challenging Behavior Continuum:	Responses that Facilitate Behavioral Change:
	Intensity I: Annoying Behavior	I: Corrective Responses
	Intensity II: Disruptive/Interfering	II: Classroom-based Consequences & Positive Behavioral Practice
	Intensity III: Persistent/Antisocial	III: Classroom Removal, Teacher/Administrator Consequences & Positive Behavioral Practice **
	Intensity IV: Severe/Dangerous	IV: Classroom Removal, Administrative/Code of Conduct Response & Restorative/Positive Practice **

** Evaluate the need for Functional Assessment/Strategic Intervention

(Knoff, H. 2018)

Example of Critical Data:

NUMBER OF REFERRALS PER LOCATION IN THE SCHOOL

Referrals by Location
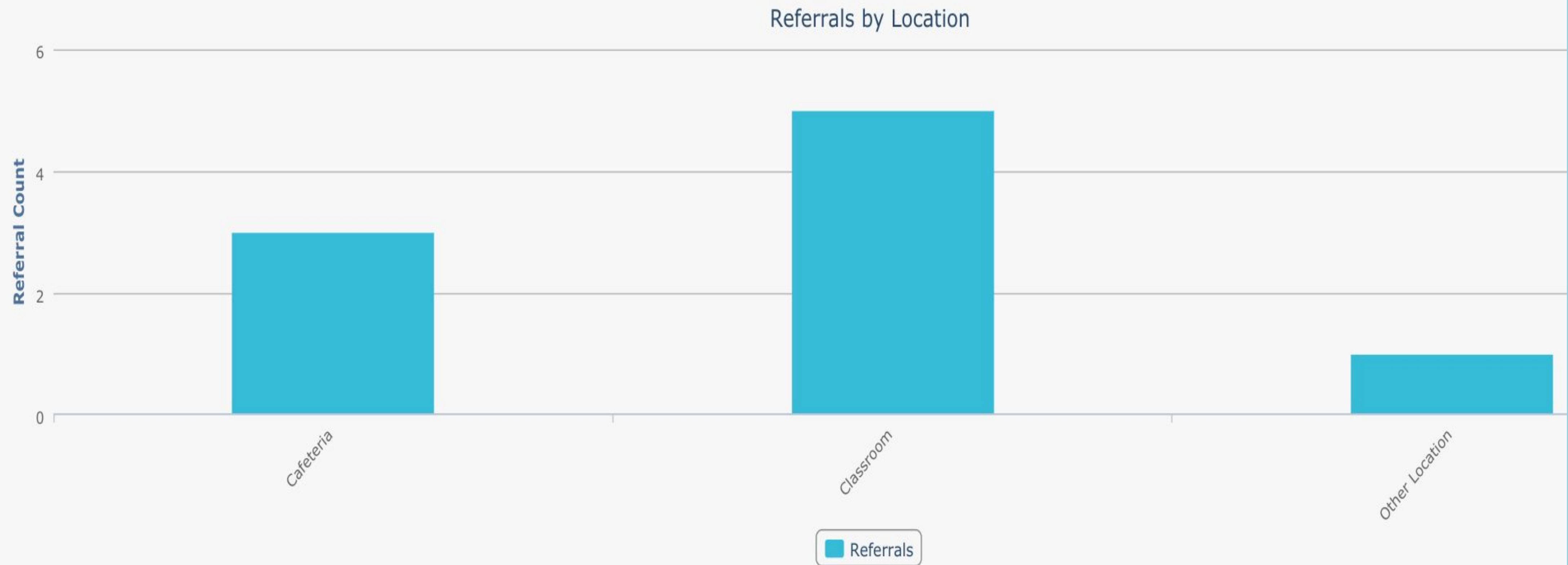
The Evidence for PBSS

PBSS Impact on Student Behavior

Many studies have supported the impact of PBSS on student behavior.

Recent, large statewide study in Georgia found statistically significantly fewer behavioral incidents and suspensions in schools implementing PBSS with fidelity.

The effect sizes averaged 0.50 across study domains

Effective for:

- reducing disciplinary exclusions
- disciplinary incidents
- improvements on student behavioral outcomes in schools.

(Gage, N.A., et. al., 2018)

PBSS Impact on Student Behavior

Recent study of 1,200 schools in Florida found statistically significantly fewer behavioral incidents and suspensions in schools implementing PBSS with fidelity.

Decreasing trends of ODRs, ISSs, and OSSs.

Schools with the most robust implementations realized lower ODRs and had corresponding fewer ISSs and OSSs.

(Childs, N., et. al., 2016)

PBSS Impact on Student Behavior

A nationally representative sample of 254 secondary schools found:

Schools in which students perceived greater fairness and clarity of rules has less delinquent behavior and less student victimization.

(Gotfreddson, G., et. al., 2005))

PBSS Impact on SEL Competency

Large longitudinal study indicated that students in schools that used positive behavior systems displayed:

- ✓ Less disruptive behavior problems
- ✓ Better concentration
- ✓ Less office discipline referrals
- ✓ No impact on suspensions

- ✓ Better emotional regulation
- ✓ More prosocial behavior

(Bradshaw, C. et. al., 2012)

PBSS Impact on SEL Competency

The effect sizes were as strong as, or stronger, on the improved **prosocial behavior** than disruptive behavior.

These findings suggest that reduction in behavior problems **and** improvements in social-emotional skills result from the use of positive behavior systems.

(Bradshaw, C. et. al., 2012; Calderella, P. et. al., 20110)

PBSS Can Improve School Climate

❖ Improved high school teacher perception of school climate can be achieved by having a successful behavior management system in place such as PBIS (Bebee, S. 2015).

❖ Large longitudinal study revealed a significant effect of positive behavior systems on the school overall organizational health:

- Resource influence
- Staff affiliation
- Academic emphasis
- Collegial leadership
- Institutional integrity

❖ Whole-school positive behavior systems may be a potential contextual mediator of student   academic performance

(Bradshaw, C., et. al., 2010)

PBSS Impact on Internalizing Behaviors

Study shows PBSS mechanisms and adding evidence-based interventions can support students with anxiety, depression and trauma

1. Improving the clarity and predictability of the social environment
2. Discouraging problem behaviors that can threaten student safety
3. Allowing instruction to take place
4. Teaching effective responses to perceived environmental threats

(McIntosh, K., ,Ty, S., V., Miller, L., 2013)

Disproportionality

- In PBSS schools the disparity in the rates of Black and White students referred to the office was **smaller** at each time point, and **unchanged** across the 3 years

- In non-PBSS schools, the disparity in the rates of Black and White students referred to the office was **larger** at each time point and **increased** slightly across the 3 years

- The extent to which PBSS is effective in reducing racial disparities in disciplinary exclusion is currently unclear, particularly at the secondary level, where racial disparities are most pronounced

(Losen & Martinez, 2013; Vincent, C., et. al., 2013)

- Overall OSS rates were 20% lower for black students for schools implementing Tier 1 PBSS with fidelity

(McIntosh, et. al., 2018)

Other PBSS Impacts

Effect Sizes were moderate to high for positive behavior systems improving:
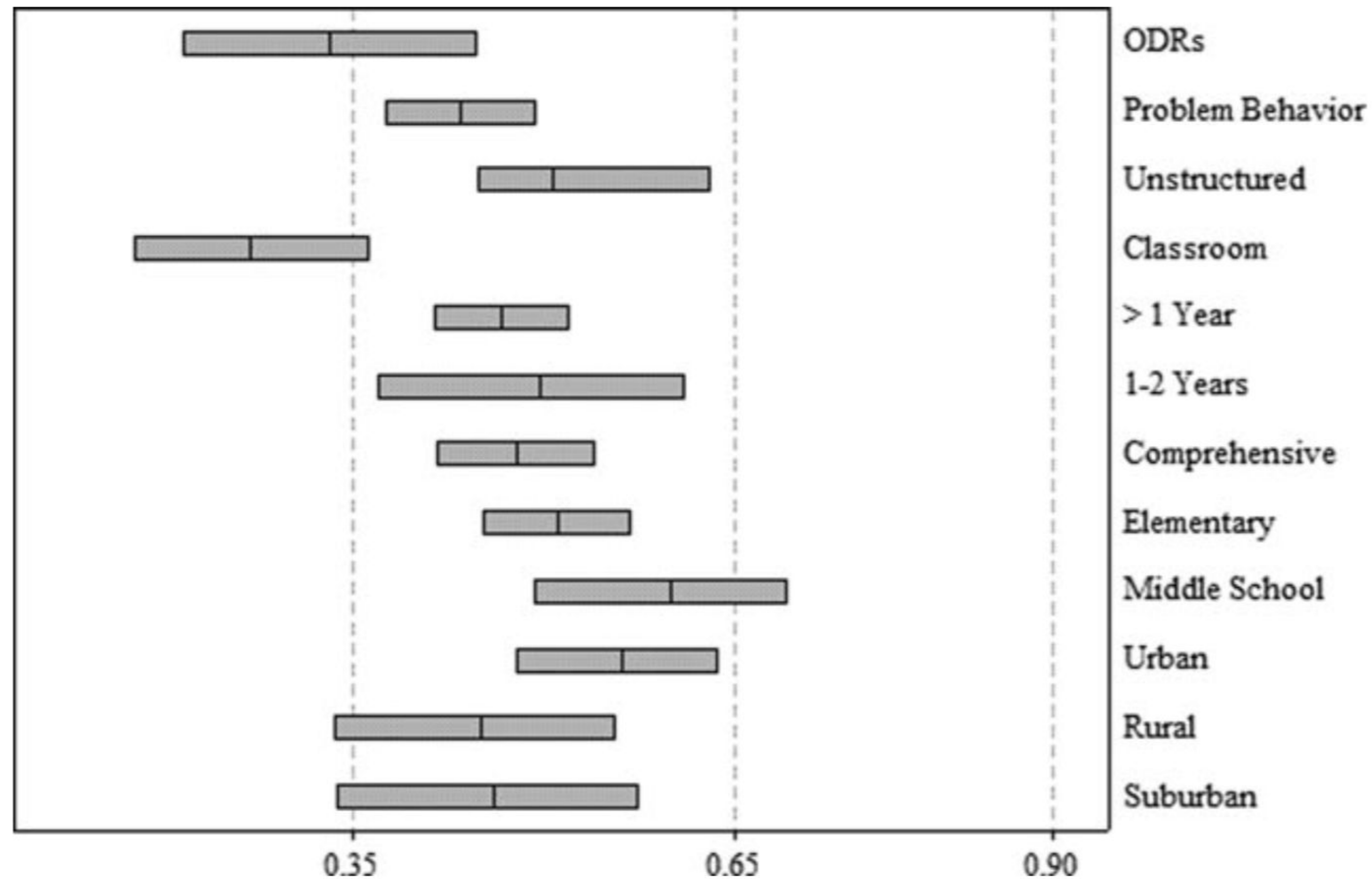
Teacher perceptions of their ability to:

- ❖ Communicate and cooperate with parents
- ❖ Support students in the learning process

(Calderella, P. et. al. 2011)

Effect Sizes of PBSS

(Solomon, B., et. al., 2012)

Current Trends in American Schools

- Adopt approaches to address social or societal characteristics in their school community (e.g., Cultural Competence, poverty awareness)

- Adopt approaches to address student-specific problems (e.g., Trauma Sensitive
  Schools)

- Adopt approaches to improve students' social, emotional, or behavioral awareness and skills (e.g., "mindfulness", character education)

- Adopt frameworks where schools can select different components, strategies, activities, or actions to address their goals (e.g., Social Emotional Learning—SEL; Positive Behavioral Interventions Supports)

(Knoff, Howie, 2018)

Why These Approaches May Not Work

❏ Many programs focus on behavioral deficits and "awareness" level interventions rather than student skill competence and self-management skills.

❏ Many packaged programs approaches do not have the necessary scientific, psychological foundations, and the methods have not been validated through rigorous independent analysis.

❏ These programs "allow" schools or districts to self-select those approaches that they want or think will address their needs.

❏ Lack of buy-in with poor communication by administration and/or staff

❏ Poor training and understanding around tiers of implementation

Essential Science of Positive Behavior Systems

Essential Science of PBSS

The primary goals of PBSS and classroom management are to:

- Teach
- Prompt
- Reinforce students' social, emotional, and behavioral self-management

There is a demonstrated scientific psychological foundation of what works that must be applied to any program and/or framework.

Practices, NOT Programs.

THIS SCIENCE TRANSCENDS "PACKAGED PROGRAMS"

+ Cultural Competence
+ Character Education
+ Poverty Awareness
+ Social-Emotional Learning
+ Trauma Sensitivity

+ Mindfulness
+ Restorative Justice
+ Reductions in Disproportionality
+ Teasing and Bullying Programs

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Essential Science of Positive Behavior Systems

1. Relationships and
Positive School Climate

National School Climate Center
Educating Minds and Hearts, because the 3 Rs Are Not Enough

THE 13 DIMENSIONS OF SCHOOL CLIMATE MEASURED BY THE CSCI

DIMENSIONS	MAJOR INDICATORS
Safety	
1 Rules and Norms	Clearly communicated rules about physical violence, clearly communicated rules about verbal abuse, harassment, and teasing, clear and consistent norms and enforcement for adult intervention.
2 Physical Security	Students and adults feel safe from physical harm in the school.
3 Social-Emotional Security	Students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning	
4 Support for Learning	Use of supportive teaching practices, such as: encouragement and constructive feedback, varied opportunities to demonstrate knowledge and skills, support for risk-taking and independent thinking, atmosphere conducive to dialogue and questioning, academic challenge, and individual attention.
5 Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection, emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships	
6 Respect for Diversity	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student, adult-student, adult-adult and overall norms for tolerance.
7 Social Support—Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and a personal concern for students' problems.
8 Social Support—Students	Pattern of supportive peer relationships for students, including friendships for socializing, for problems, for academic help, and for new students.
Institutional Environment	
9 School Connectedness-Engagement	Positive identification with the school; norms for broad participation in school life for students, staff, and families.
10 Physical Surroundings	Cleanliness, order, appeal of facilities; adequate resources and materials.
Social Media	
11 Social Media	Students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices (ie: Facebook, Twitter, other social media platforms, by an email, text messaging, posting photo/video, etc.).
Staff Only	
12 Leadership	Administration creates and communicates a clear vision and is accessible and supportive of school staff development.
13 Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.

schoolclimate.org | The 13 Dimensions of School Climate Measured

Establish, Build, and Maintain Positive
Staff, Peer and Student Interactions

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Staff to Staff

Staff to Students

Students to Students

Staff to Students & Parents

2. Behavioral Expectations and Skill Instruction

Students with Skill Deficits:
The Science of Teaching Social, Emotional and Behavioral Skills
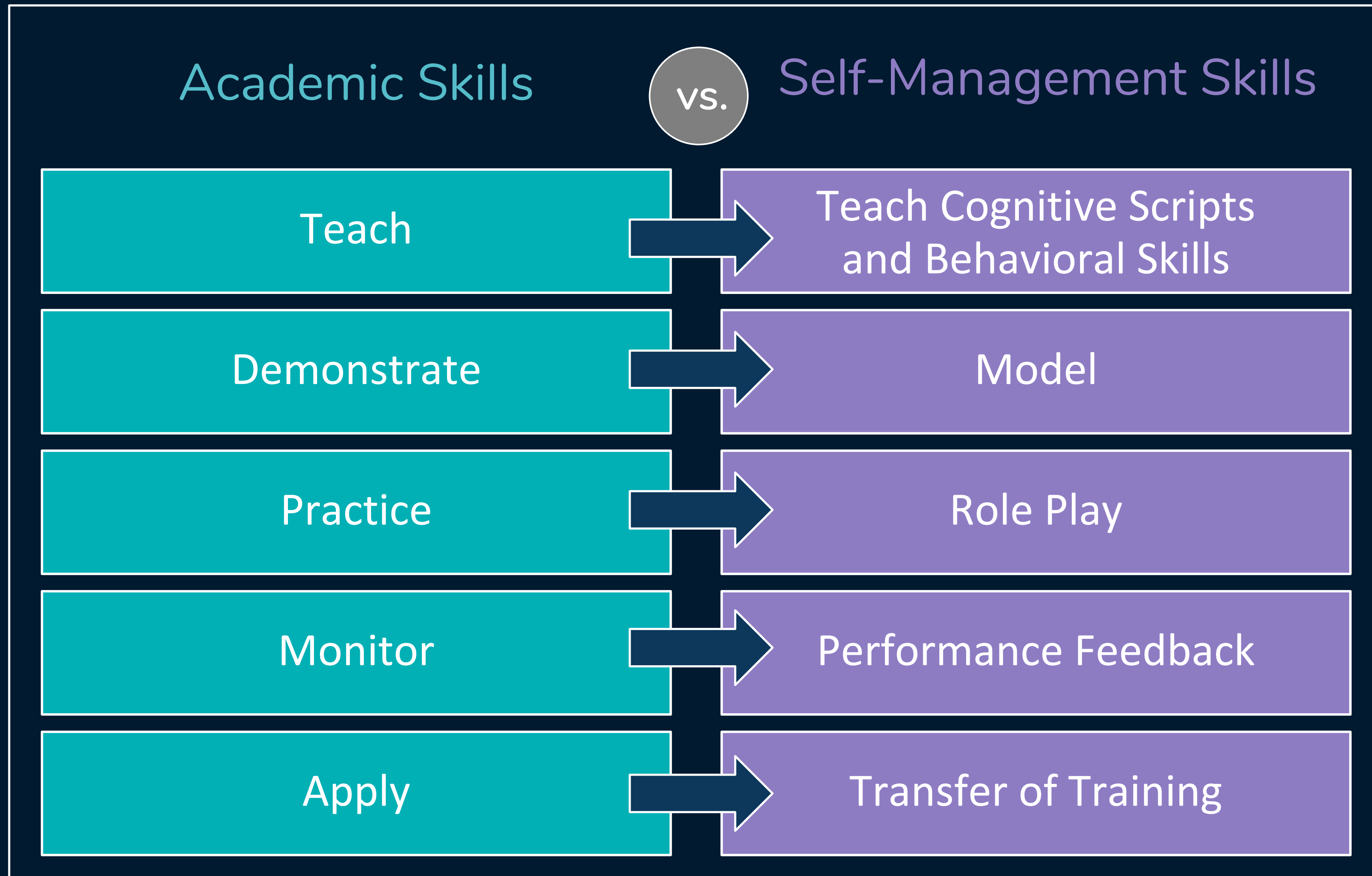
Academic Skills	vs.	Self-Management Skills
Teach	→	Teach Cognitive Scripts and Behavioral Skills
Demonstrate	→	Model
Practice	→	Role Play
Monitor	→	Performance Feedback
Apply	→	Transfer of Training

(Knoff, H. 2018)

3. Consistency

Inconsistency undercuts accountability and increases or strengthens students' inappropriate behavior
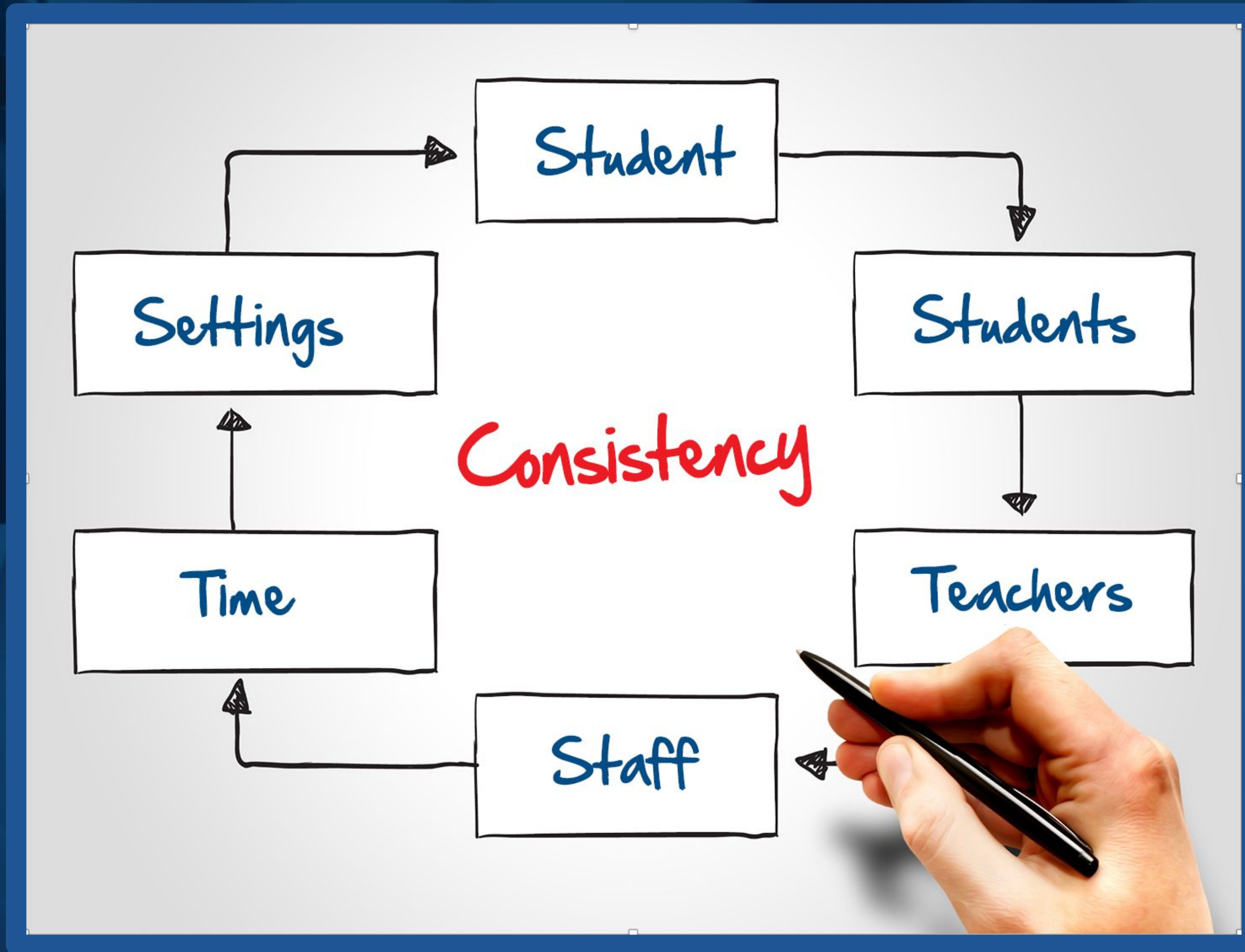
4. Motivation and Accountability

5. Special Situations -
Setting and Student

CLASSROOMS

COMMON AREAS

Teasing, taunting, bullying and harassment are recurring in a more dynamic way and usually occur in common areas of the school. Train kids to avoid and respond.
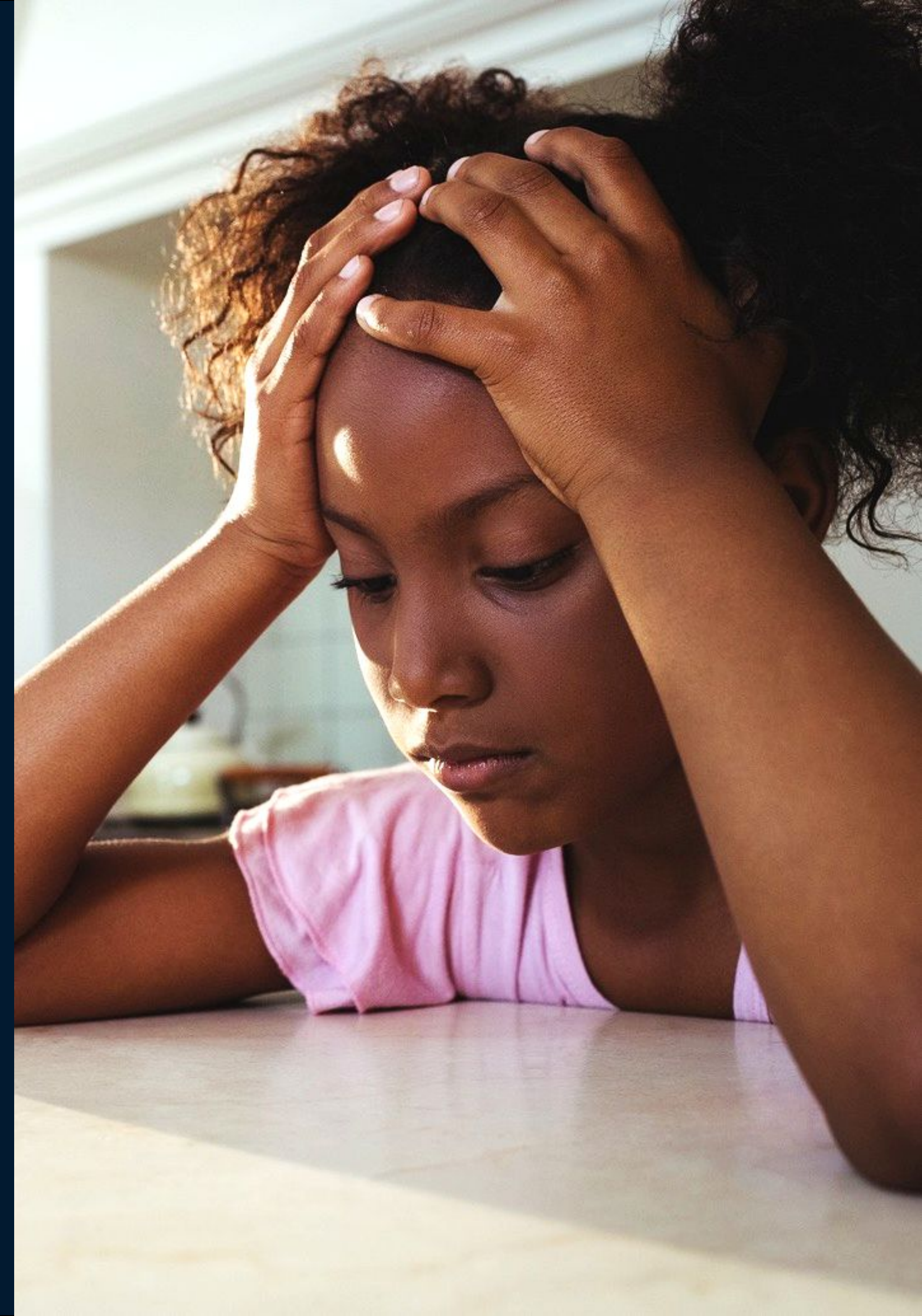
The Third Special Situation
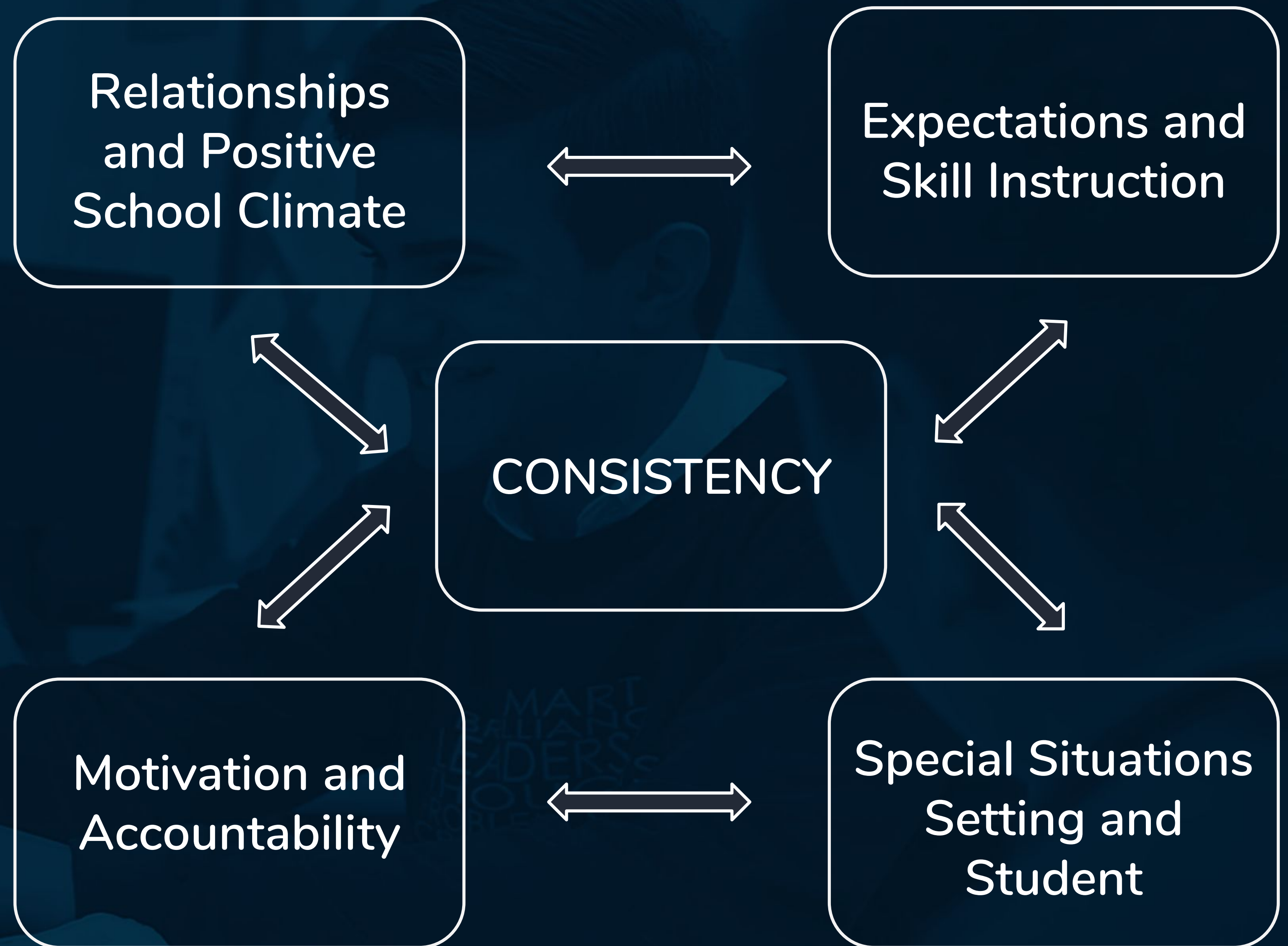
Mental health issues

Disabilities

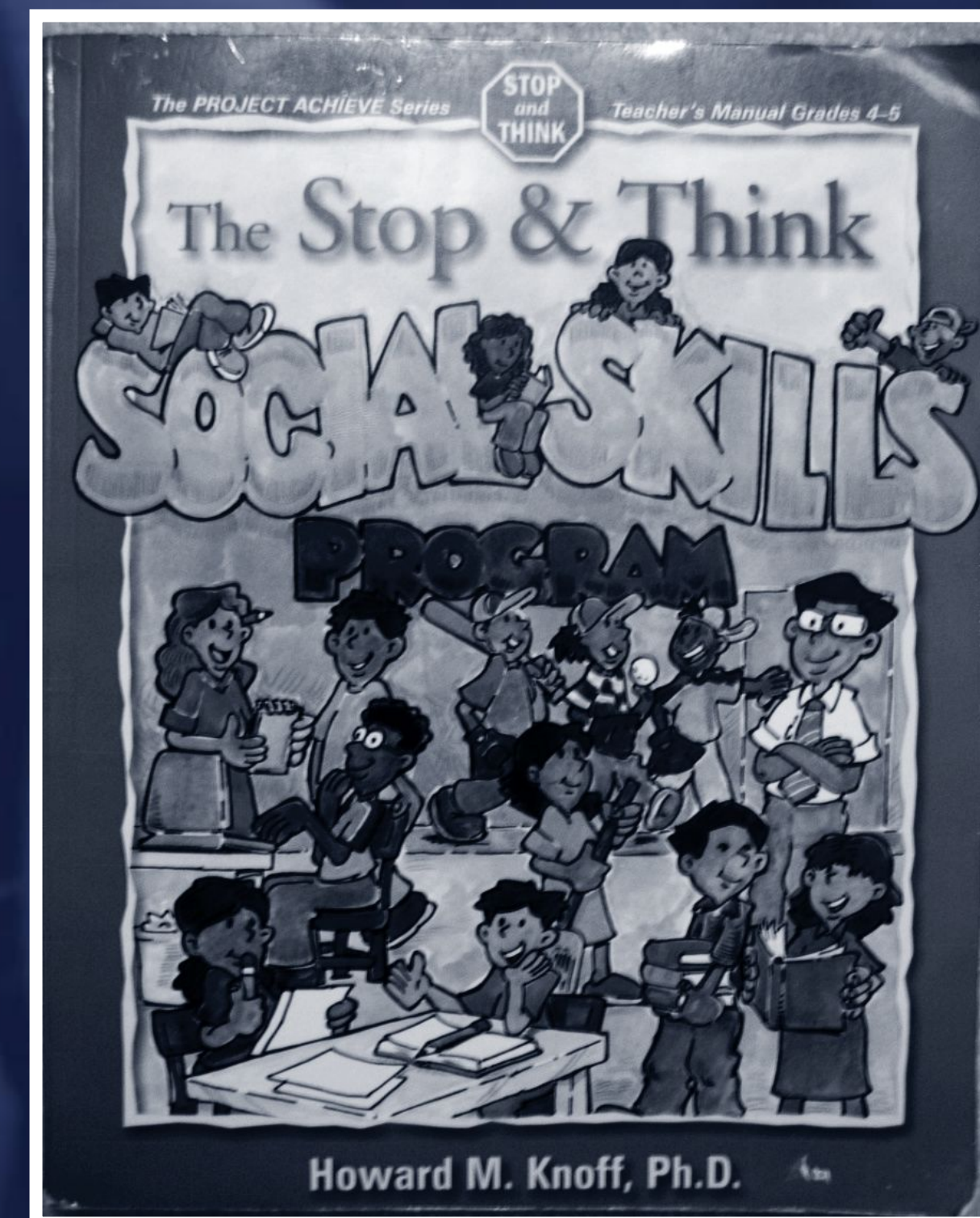Significant trauma

Dysfunctional homes

The Five Scientific Components

Relationships and Positive School Climate ⟷ Expectations and Skill Instruction

CONSISTENCY

Motivation and Accountability ⟷ Special Situations Setting and Student

Project ACHIEVE – Dr. Howie Knoff

NATIONAL REGISTRY OF EVIDENCE-BASED PROGRAMS & PRACTICES FOR OVER A DECADE; IMPLEMENTED IN SCHOOLS NATIONWIDE FOR OVER 30 YEARS

Practical Applications Through Technology Support

Demonstration

Hero is an example of a digital tool that can be used to support your school and district efforts. It helps improve climate & culture by allowing your staff to consistently implement and maintain your systematic practices with efficiency and equity.

Example School in Video:

- Has a dedicated team, that meets frequently
- Has a PBSS action plan
  - They weave SEL & Restorative Practices into their framework
- Set clear, S-W expectations (students, staff and families) They pass out and display posters of these two guides:
  - **"PRIDE Code of Conduct"** (prosocial behavior expectation matrix for all school settings)
  - **"Conflict & Behavior Handbook"** (guide that details the expected corrective responses for unwanted behaviors, based on their level of intensity)