

Behavior- Is there a Problem? RtI (Using PBIS)Is the Solution!

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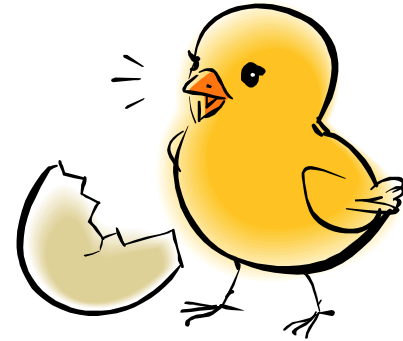
BEHAVIOR RTI IN REVIEW

RtI. . .PBIS...TBSI. . . It's all the Same!

What do you call it?

Many teachers simply say
HELP!!

Which comes first— the chicken or the egg?



- 80% of all students identified as having severe behavioral problems were also identified as having academic problems.
- Often, we must provide academic and behavior interventions simultaneously.
- Progress monitor – both academic and behavior

Behavior Rtl

- ✓ Positive Behavioral Supports
- ✓ Social Emotional Learning
- ✓ Individualized Behavioral Interventions

Essentials of Tier 1

- Observations confirm that critical elements are in place
- 80% or more students are on task in structured situations
- Clear differences between targeted students and all other students confirmed by observations
- Evidence that teacher has used appropriate focused behavioral interventions in the classroom
- Evidence that progress levels of identified student(s) behavior is not sufficient

Tier 1: Core Foundations

School-wide Positive Behavior Support (PBIS)

- strategies and systems that increase the capacity of schools to reduce school disruption and educate all students including those with problem behaviors

Tier 1: Core Foundations

Build a Culture of Acceptance and Safety

- ✓ High performance expectations for all students
- ✓ Clearly articulated rules and consequences
- ✓ Strong student teacher relationships
- ✓ High level of parent and student participation
- ✓ Student connectedness to the school process
- ✓ Multiple opportunities for success with academic and social skill development
- ✓ Conflict resolution strategies actively taught and modeled (school-wide)

Classroom Strategies

- Strong classroom management and disciplinary practices that are proactive, instructive, and corrective
- Behavior is corrected fairly and consistently
- Physical environment is arranged to reduce congestion and facilitate smooth and quiet movement of students

Classroom Strategies

- Teachers use a variety of teaching methods to address various learning styles (connect to a learning style inventory)
- School-wide and classroom behavior expectations are specifically taught first 10 days of school and again for 5 days after holiday break
- Reinforce positive behaviors: *STRIVE FOR 5!*

Structuring the Environment

- Clearly communicate expectations for each learning activity
- Manage instructional time (large group, small group, individual assistance) efficiently
- Transition from activity to activity (major issue), particularly for boys and distractible kids
- Communicate expectations at beginning of class: use graphic organizers

TIER 1: Universal Interventions

- Positive behavior supports
- School-wide rules
- School-wide social skills instruction
- Classroom rules
- Classroom routines
- Positive reinforcement system
- Positive interactions among staff and students

Center on the Social and Emotional Foundations on Early Learning

Understanding the Impact of Language Differences on Classroom Behavior

Helping Children Understand Routines and Classroom Schedules

Helping Children Make Transitions between Activities

Using Classroom Activities and Routines as Opportunities to Support Peer Interaction

Using Environmental Strategies to Promote Positive Social Interactions

Helping Children Learn to Manage Their Own Behavior

Promoting Positive Peer Social Interactions

Using Functional Communication Training to Replace Challenging Behavior

Building Positive Teacher-Child Relationships

Using Choice and Preference to Promote Improved Behavior

Excellent Resources (Pre-k-Elementary)

- www.crtiec.org
- www.recognitionandresponse.org
- www.vanderbilt.edu/csefel/resources/training_kits.html

Secondary Level PBIS Resource

(Sprick, R.S. (2006) Discipline in the secondary classroom. San Francisco: Jossey-Bass.)

- Selected chapter titles
 - Basic behavioral strategies, Key concepts
 - Instructional design and evaluation systems
 - Prepare for routines and procedures
 - Expectations: Teach students to be successful
 - Rules and consequences, responding to misbehavior
 - Motivation: Enhancing desire to succeed
 - Proactive planning for misbehavior

EXCELLENT SECONDARY RESOURCES

- www.whatworks.ed.gov
- www.whytry.org
- www.bullying.org
- www.interventioncentral.org
- www.ogonoskylearning.com

Tier 1 PBIS Resources

- www.nasponline.org
- www.pbis.org
- www2.ed.gov/about/offices/list/osers/
- www.projectachieve.info
- www.safeandcivilschools.com

TXCEDS

www.txceds.org

Tier 2 Strategic Interventions

The name of the intervention is not adequate information in itself to ensure success.



Targeted Group Interventions

- Small group instruction within the areas of self-monitoring for problem solving, social skills, behavioral regulation
- Small group instruction for identified academic deficits.

Social Skills

- Social skills are taught at all levels
- Schools choose a core group of skills to teach to all students
- Social skill instruction is consistent
- Active supervision and redirection connect to social skills
- Social skills are the “what to do” of counseling at all levels.

Example Social Skills...

- ✓ Following instructions
- ✓ Making a request
- ✓ Interrupting appropriately
- ✓ Accepting correction
- ✓ Apologizing
- ✓ Accepting “no” for an answer
- ✓ Asking permission
- ✓ Managing anger
- ✓ Introducing yourself
- ✓ Accepting consequences
- ✓ Managing an impulse
- ✓ Communicating criticism respectfully

Elementary Social Skills Supports

Preschool:

- High/Scope Preschool Curriculum
- Second Step Violence Prevention Curriculum
- Woven Word dialogic reading and development program

Secondary Social Skills Resources

Second Step Violence Prevention Program

Why Try

Capturing Kids Hearts

Behavior Reduction Strategies

- Stimulus control (cues, directions)
- Differential reinforcement (DRI or DRO)
- Response cost
- Group contingencies (e.g., Good Behavior Game)
- Self-monitoring, self management
- Extinction (ignore behavior, reinforce incompatible behavior, prepare for response burst)
- Punishment

Sopris West:



Tier 2 Strategic Individual Behavior Interventions in General Education

- Targeted individual interventions in classrooms and in standard protocol academic settings
 - Application of problem solving steps and criteria
 - Behavior problem solving
 - High success rates if implemented
 - Improved behavior often is crucial to persistence of academic interventions effects over time and generalization to classroom settings

Tier 2 Strategic Interventions

- Classroom-developed positive behavior support plan for individual students (use of sticker charts, behavior charts, etc.)
- Small social skills group sessions (problem solving, anger management, self-monitoring)

Tier 3: Intensive Assessments and Interventions

Tier3 Behavior Stages of Problem Solving (Targeted Individual Behavioral Interventions)

- Stages with multiple goals in each
- Accomplish goals in the stages produces .80 probability of success
- Continuing education and interview protocols are sufficient plus Tier 1 PBS
- Knowledge of behavior change principles and powerful instructional interventions

Tier 3 Team Role: Intervention Implementation

- Assist with intervention
- Resources - needs
- Fidelity checks at least weekly
- Revisions when needed regarding fidelity
- Monitor progress frequently (consider the measure, etc. and graph results)
- Design and implement changes in the intervention when goals are not met
- Provide feedback to teacher or parent

PBIS (Tier 1)

DATA COLLECTION

Data Required for Problem Identification

- Current Level of Functioning
- Benchmark/Desired Level
- Peer Performance
- Attendance Records
- Discipline Referrals
- Teacher Information
- Parent Information

Tier 1 Universal Screening

- Multiple Gate System
 - Gate 1: Discipline referrals, teacher recommendations
 - Gate 2: Norm Referenced Behavior Screener
 - SSBS (Systematic Screener for Behavior Disorders: Walker and Severnson, 1992) (Elementary)
 - BASC-2 BESS
 - BERS-2
 - Gate 3: Records, Interviews

Analyzing the Behavior:

- Are there situations that seem to set off the problem behavior?
- Where do the problems tend to occur?
- When do the problems tend to occur?
- Are there situations in which the problems seem less prevalent?

Analyzing the Behavior:

- How often do the problem behaviors occur? How long does the behavior last?
- What seems to be maintaining the behavior?

Student Information

- Identify student needs
- What skills are missing?
- What instruction is needed?
- What type of reinforcement is appropriate?
- What are the effective consequences?
- Use current student data (office referrals), teacher interviews, student interviews, etc.

Also- consider function of inappropriate behaviors

Systematic Observation of Behavior

In systematic observations of behavior you must:

- Observe behavior in natural setting
- Classify behavior objectively as it occurs
- Ensure reliability of observation
- Convert to quantitative information

Behavior Charting

- ABC Charts
- Frequency
- Duration
- Interval

Questions

