



Florida's Positive Behavior Support Project

Positive Behavior Support in the Classroom

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This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, in part via a Florida Positive Behavior Support Grant funded by the Florida Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

In Partnership with OSEP's
TA Center
on Positive Behavior Support

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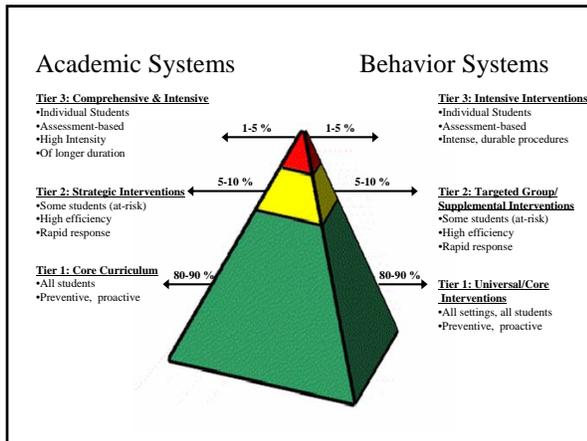

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Goals

- Recognize steps to creating a classroom environment and culture that fits within an existing SWPBS system
- Self assess and evaluate
- Determine personal goals and school wide goals
- Use data based decision making strategies
- Plan for monitoring and evaluation



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Tiers of PBS

Tier 1 – (Universal) Procedures and processes intended for all students, staff, in specific settings and across campus

Tier 1 & 2 – (Classroom) Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classrooms

Tier 2 – (Supplemental) Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape)

Tier 3 – (Intensive) Processes and procedures reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students

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Positive Behavior Support...

- Aims to **build effective environments** in which positive behavior is more effective than problem behavior
- Is a **collaborative, assessment-based** approach to developing effective interventions for problem behavior
- Emphasizes the use of **preventative, teaching, and reinforcement-based strategies** to achieve meaningful and durable behavior and lifestyle outcomes

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Responding to Behavior: Traditionally

- Reactive/Consequence Strategies
 - Office referral, detention, suspensions, etc.
 - Used to try to teach the "right way"
 - May actually reinforce the behavior of concern
- Individual counseling and therapy
- Restrictive and segregated settings
- Implement packaged programs




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Traditional Discipline versus PBS

<p>Traditional Discipline:</p> <ul style="list-style-type: none"> - Goal is to stop undesirable behavior through the use of punishment • Focuses on the student's problem behavior 	<p>Positive Behavior Support:</p> <ul style="list-style-type: none"> - Goal is to stop undesirable behavior by: <ul style="list-style-type: none"> • Replacing with a new behavior or skill • Altering environments • Teaching appropriate skills • Rewarding appropriate behavior
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Current Trends

- Children are coming to school with skill deficits, learned inappropriate social interaction strategies, lack of opportunity to practice pro-social skills at home and in their communities
- Rates of problem behavior continue to increase
- Educators engage in discipline practices that do not change behavior. "Getting tough" on discipline (to lead by example)

(Biglan 1993, 1995, Dishion & Andrews 1995, Dishion, Patterson, Stoolmiller, & Skinner 1991, Patterson, Reid, & Dishion, 1992)
(Koop & Lundberg, 1992)
(Mayer 1995, Mayer & Butterworth 1979, 1981, Mayer, Nafpaktitis, Butterworth, & Hollingsworth, 1987)




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Current Trends

- Lack of discipline is one of the biggest problems facing public schools
- More time is being spent on reactive classroom and behavioral management and less time on academic instruction
- Technology for developing and sustaining proactive and structured learning environments exists

• National Educational Goals Report 1996
 • Baker & Zigmond, 1990
 • Colvin, Kameenui, & Suga, 1993; Gottfredson, 1997

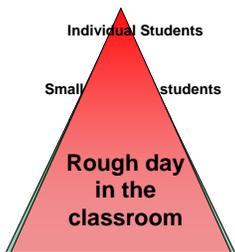


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Building a Foundation for RtI

Response to Intervention

- Classroom Level PBS is a critical step in RtI models
 - Prevention
 - Tools for remediation
 - Room for accommodation
- Classroom strategies should be included EARLY in hierarchy of supports





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Extending SWPBS into Classroom Systems



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Benchmarks of Quality: New Classroom Items

(Kincaid, Childs & George, 2005)

47. Classroom **rules** are defined for each of the school-wide **expectations** and are posted in classrooms
48. Classroom **routines and procedures** are explicitly identified for activities (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)
49. Expected **behavior routines** in classrooms are **taught**
50. Classroom teachers use immediate and behavior specific **praise**
51. **Acknowledgement** of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors
52. Procedures exist for **tracking** classroom behavior problems
53. Classrooms have a **range of consequences/interventions** for problem behavior that are documented and consistently delivered

Scoring Guide
 Evident in: most classrooms (>75% of classrooms)
 many classrooms (50-75% of classrooms)
 only a few classrooms (less than 50% of classrooms)




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Classroom PBS

- Classroom-Level PBS provides tools that:
 - Support classroom teachers in embedding PBS into their classroom practices
 - Support groups of students in need of behavioral support **in addition to** existing school-wide supports




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Classroom PBS Emphasizes

- Using data to make decisions
- Implementing preventative strategies
- Teaching & recognizing appropriate behavior
- Implementing responding strategies
- Using effective classroom practices
- Monitoring & evaluating progress




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Setting up your System

- Establish a classroom PBIS system that is congruent with your existing SWPBS (Tier 1) system
- Faculty need to understand how the two are aligned and interrelated
 - **Work to tie the two systems together!**
- Students need to understand that this is an extension of the SWPBS system




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Teach: Address the Skill Deficit

Teach them a new skill to use!




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Behavioral Errors

- **More often occur because:**
 - Students do not have appropriate skills- "Skill Deficits"
 - Students do not know when to use skills
 - Students have not been taught specific classroom procedures and routines
 - Skills are not taught in context
 - Skills are not rewarded and encouraged consistently




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“If a child doesn’t know how to read, **we teach.**”
 “If a child doesn’t know how to swim, **we teach.**”
 “If a child doesn’t know how to multiply, **we teach.**”
 “If a child doesn’t know how to drive, **we teach.**”
 “If a child doesn’t know how to behave, **we...
 ...teach? ...punish?**”
 “**Why can’t we finish the last sentence as
 automatically as we do the others?**”
 (Herner, 1998)

School-Wide Expectations are Taught

- School-Wide Expectations form the foundation for Classroom PBS
- Direct, on-going lesson plans
- Embedded into academic lesson plans
- Differentiated based on need
 - Whole class
 - Smaller groups
 - Individual Students

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Classroom Procedures/Routines

- Proactively identified, taught, and rehearsed
 - Turning in assignments
 - Bathroom breaks/Hall passes
 - Sharpening pencils
 - Working with another student

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Classroom Rules

- **DEVELOPED BY THE CLASSROOM TEACHER**
- Aligned to the school-wide expectations
- Positively stated
- Limited in number (maximum 5)
- SW-PBS Team may review rules for adherence to guidelines
- *Example:*
 - **BE RESPONSIBLE**
 - Complete all assignments




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Why Develop a System for Teaching Behavior?

- Behaviors are prerequisites for academics
- Procedures and routines create structure
- Repetition is key to learning new skills:
 - For a child to *learn something new*, it needs to be repeated on average of **8 times**
 - For a child to *unlearn* an old behavior and replace with a new behavior, the new behavior must be repeated on average **28 times** (*Harry Wong*)




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How Do We Teach Behavior?

- Introductory Events:
 - Teaching school expectations and rules
- On-going Direct Instruction:
 - Social skills programs (Character Ed., Second Step, etc...)
- Embedding in Curricula
 - Academics
- Booster Trainings
- Keeping it Out There:
 - School pledges, songs, cheers
 - Daily announcements




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Introductory Events

- Rotating schedule:
 - Elementary: M – Math, T- Reading, W-Specials
 - Middle/High: M-1st period, T-2nd period, or M-Science, T- Language Arts, etc.
- All faculty and students participate
- Decide on method that will be most effective for your school
 - Station Rotation
 - Assembly format
- Consider Importance/Impact -
 - Activity/event should be a high priority... not given a few minutes in some other activity




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Direct Instruction

- Provide initial lesson plans and/or lesson plan format for teachers to begin teaching behavior
 - Develop a system to expand on these throughout the year
- Build on what you have (i.e. Character Ed.)
- Determine the minimum requirements for teaching behavior (i.e. how often)
 - Social Science, 1 day/wk for 15 min.
 - Everyday in ISS




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Guidelines for Teaching Expectations

Teach As You Teach Core Academics:

- What does it look like?
 - Define in terms that students will understand
- Provide examples & non-examples
- Have students apply to their own lives
- Check for comprehension
 - Summarize, paraphrase, define, categorize
- Provide opportunities to practice outside of the allotted lesson time
- Acknowledge efforts
 - Recognize small steps
- Differentiate instruction




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Guidelines for Teaching Rules

- Identify problem settings
 - Teach in **that** setting
- Review school-wide expectations
- Review the rationale for the expectation(s)
- Describe the specific, observable skill(s) and provide examples and non-examples
- Engage students in an activity that will allow them to practice the desired behavior
- Reward appropriate behavior




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Strategies for Success

- Describe specific, observable behaviors for each expectation
- Plan for modeling the desired behaviors
- Provide students with written and graphic cues in the setting where the behaviors are expected
- Acknowledge efforts
- Plan to re-teach and restructure teaching
- Allow students to participate in the development process
- Use "teachable" moments that arise in core subject areas and in non-academic times




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Why Embed Expectations into Curriculum?

- Behavior curriculum does not have to be separate
- Helps to eliminate time crunches
- Provides a rationale for student- helps students to see how the expectations fit into everyday life
- Meets best practices approach:
 - Hands on activities
 - Meets all learning styles (oral, visual, kinesthetic)
 - Higher order learning activates (synthesize, analyze, etc.)




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Embedding Expectations into Daily Curriculum

- **Social Studies:**
 - Talk about how different historical events occurred because of conflict and come up with solutions on how the conflict could have been resolved
- **Language Arts and Reading:**
 - Discuss characters in a novel and how they did not show respect, then have the students write the story with the character showing respect




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Embedding Expectations into Daily Curriculum

- **Fine Arts (Music, Art, Computers, Graphics):**
 - Have the students compose a song/rap, poem, etc. with the expectations
- **Science and/or Math:**
 - Have the students count the number of tickets redeemed monthly for prizes & graph them. You can include ratio of number of tickets to student, # of tickets per teacher, etc.
- **Service Learning**
 - Having older students on campus develop stories/pictures books using the expectations
 - Pair a high school with an elementary school




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Reward: Address the Performance Deficit

Motivate them to use the new skill!




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Why Develop a School-Wide Reward System?

- Rewards are effective when:
 - used to build new skills or sustain desired skills
 - used with **contingent** delivery of rewards for **specific behavior**
 - **gradually faded over time**
 - Akin-Little, Eckert, Lovett, Little, 2004



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Why Develop a School-Wide Reward System?

- The immediate reward (ticket/token) acts as a **teaching tool** for desired behavior
 - Focuses staff & student attention on desired behaviors
- The immediate reward is a **bridge** to long-term reward
- The immediate reward **increases likelihood of repeating** the desired behavior
 - Fosters a positive school climate
 - Reduces the need for engaging in time-consuming disciplinary measures
- Access to long-term reward **increases the power** of the immediate reinforcer



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Acknowledging Appropriate Behavior

- Immediate, specific praise
- Ratio of positive statements to corrective statements is high (at least 4:1)
 - John, I am so glad you made it to class on time today, thank you for being responsible!
 - Bridget, great job of walking in the hallway, boy are you being safe!!
- Use visual prompts to remind teachers to stay focused on the positive



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Reward System Guidelines

- Reward contingent on desired behavior
- Clearly define and train staff and students on the criteria for earning a reward
- Encourage staff to reward students outside of their classroom in common areas
- Plan for encouraging and monitoring staff use of the reward system
- Keep it Simple




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Reward System Guidelines

- Rewards should target 80% - 90% of students
- Rewards should be portable and/or easy to use in multiple settings across school campus
- Reward frequently in the beginning
- Rewards should be varied to maintain student interest
- Opportunities for naturally occurring reinforcement are still provided and encouraged




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Reward System Guidelines

- Refrain from taking away or threatening to take away rewards once they have been earned
- Ensure an adequate supply
- Take steps to prohibit counterfeiting
 - But if they do, **CELEBRATE!** It means your students have bought into the system.




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How to Provide a Reward

- Name behavior and expectation observed
- Give positive verbal/social acknowledgement
- Give out ticket/token for access to reward system
 - *“Darrel, when you helped Susan with her tray you were being respectful AND responsible! I'd like to give you a Wild Cat dollar for being such a great helper.”*




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School-Wide and Classroom Rewards

- Classroom teachers often have already established token economies and reward systems
- Work with teachers to keep what they already have but make sure:
 - That their system follows the Reward System Guidelines
 - Ties into school-wide system




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School-Wide and Classroom Rewards

- Benefits of tying systems together
 - Creates structure for students and teachers
 - Provides more opportunities for students to earn rewards
 - Allows for more teachable opportunities
 - May assist in establishing/maintaining teacher buy-in




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School-Wide and Classroom Rewards

- Examples of tying Classroom and School-Wide Reward Systems together
 - Making sure the classroom system utilizes the school-wide expectations
 - For every full jar of marbles the students earn, they each earn \$1
 - Adding school-wide tickets/tokens to the classroom treasure box




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Reward System Challenges

- Remaining focused on the positive
- Providing meaningful rewards
- Creating a link between classroom and School-Wide systems
- Maintaining consistency with all staff
- Tracking your reward system




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Classroom PBS Plan

Teacher Name: _____		Grade: _____	
Classroom Rules		SWS Expectations rule is aligned with:	
1.			
2.			
3.			
4.			
5.			
Procedures			
<p><i>Identify classroom procedures that should be proactively identified and clearly stated in progress for making the best use of all procedures.</i></p>			
Teaching Expected Behaviors: FORMAL Lesson Plans			
<p><i>Formal lessons for expectations, rules, and procedures should be used in addition to modeling and embedding that occurs on a regular daily, multiple times each week basis.</i></p>			
Initial Lesson Dates	Lesson 1	Lesson 2	Lesson 3
<p><i>Briefly identify some of the informal methods you will use to teach expected behavior, rules, and procedures (e.g., include in procedures to address inappropriate behavior, discuss during relevant classroom lessons, etc.)</i></p>			
Acknowledging Appropriate Behavior			
How often will I use this method of acknowledgement?	How often will I use this method of acknowledgement?	What will students get from this acknowledgement?	Frequency that students can make use of reward (if applicable)
School Wide rules	10 a week	Access to classroom materials	10 week

Tracking Behaviors



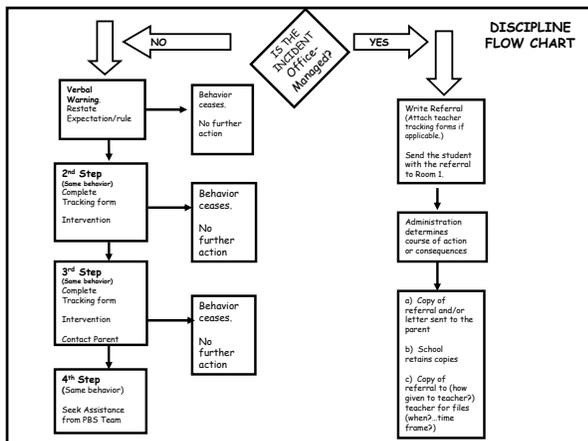
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Appropriate Definitions of Problem Behaviors

- What one teacher may consider disrespectful, may not be disrespectful to another teacher
- Clear set of definitions for all categories on the office discipline referral form exists
- The critical feature is that all staff **agree** and **are trained** on mutually exclusive and operationally defined behaviors
 - Are teachers appropriately referring students to the office?
 - Are the forms completed correctly?



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Ongoing Problem Behavior

<p>Traditional:</p> <ul style="list-style-type: none"> • Track # of times behavior occurs • Documentation to show: <ul style="list-style-type: none"> • Interventions have been tried • Cover teacher • Proof for consequence delivered 	<p>PBS:</p> <ul style="list-style-type: none"> • Discover patterns so that we can <i>change</i> the behavior before it results in more severe behavior or consequences (Data Collection only) • Monitor consequences delivered to see if they are effective in modifying the behavior
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Identifying Patterns of Behavior

- What are the recurring behaviors?
- When are the behaviors occurring?
- What are the classroom interventions that have been used?
- Are these interventions working or does something else need to be utilized?
- Why is the behavior occurring?

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Patterns of Behavior

Once you have identified patterns of behavior:

- **Proactive** (Environmental): try to prevent the behaviors from recurring; look at the antecedents and environment
- **Educative** (Replacement Behaviors): teach/re-teach desired behavior; teach a replacement behavior
- **Reinforcement** (Encourage appropriate behaviors and discourage problem behaviors): only reinforce those behaviors we desire, address the function of the behavior, make sure we are not reinforcing the undesired behavior

TRACK THEM!!!

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Additional Supports

- When a teacher has tracked a behavior repetitively without successfully modifying the behavior, it may require the assistance of a "Behavior Team."
- "Behavior Teams" can assist the teacher by:
 - Reviewing the tracking forms
 - Offering alternate solutions for modifying the behavior in the classroom




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Making it Work at Your School

- RTI may result in people doing their jobs differently
- Who makes up the "Behavior Team" at your school?
- What are the additional supports that can be provided?
- How can teachers access these additional supports?




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Consequences




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When Developing Responses to Problem Behavior:

- Clearly identify where various behaviors will be managed (*coherent discipline flowchart*)
 - Classroom vs. office referral
- Develop an array of responses to problem behaviors
 - Continuum/hierarchy of responses
 - Alternatives for different functions: Interventions don't have to come from a drop-down menu
- Opportunities for students to learn and/or practice more acceptable behaviors




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Addressing a Student's Problem Behavior

- **Staff immediately:**
 - Name problem behavior
 - State school-wide expected behavior
 - Model expected behavior
 - Ask student to demonstrate behavior
 - Provide acknowledgement to student
 - Follow procedures based on major/minor




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Effective Responses to Problem Behavior

- **Including effective interventions at the classroom level:**
 - Re-teach the expectations/rules
 - Change seating arrangements
 - Conference with parent and/or student
 - Peer mediation
 - Student contracts
 - Provide choices
 - Remove tempting items from the classroom




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Effective Responses to Problem Behavior

- Including effective interventions at the classroom level:
 - Humor
 - Let the student “save face”
 - Re-direction
 - Failure to earn a privilege
 - Restitution/Apology
 - Prompt & cue both verbal & non-verbal
 - Reward alternate positive behavior



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Data-based Decision Making



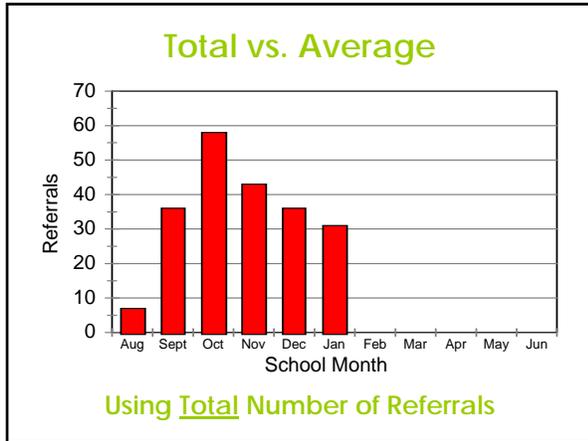
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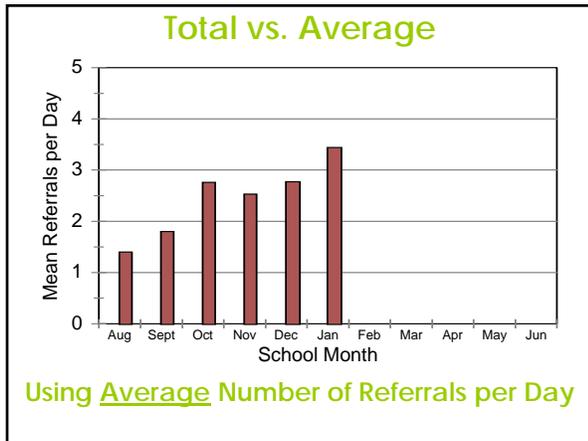
What Systems are Problematic?

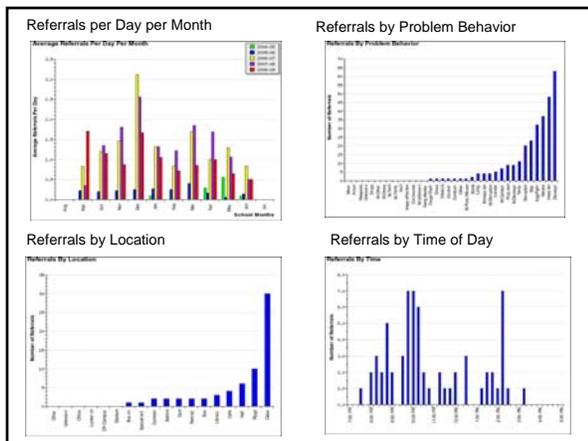
- Referrals by **location**?
 - Are there specific problem locations?
- Referrals by **time of day**?
 - Are there specific times when problems occur?
- Referrals by **problem behavior**?
 - What problem behaviors are most common?
- Referrals by **student**?
 - Are there many students receiving referrals or only a small number of students with many referrals?
- **Additional Queries/Custom Graphs...**
 - Grade level, staff, ethnicity, gender, ESE status, etc...
 - Combinations for specific problem identification



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Classroom PBS: Team Consultation Guide

- Who should use the Guide?
 - Individuals supporting classroom teachers
 - Classroom teachers
 - School-based PBS Team members implementing Tier 1 PBS on campus
 - Individual Teacher Support
 - Team System-Wide Support
- Purpose of the Guide
 - Utilize variety of tools to assess
 - Environment
 - Behavior System
 - Curriculum & Instruction
 - Use data to identify, assess, & evaluate classrooms in need of support
 - Implement a problem-solving process
 - Determine appropriate interventions
 - Evaluate effectiveness

• <http://flpbs.fmhi.usf.edu/revision07/secondary/Classroom%20Consultation%20Guide.pdf>




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Types of Data

- Office discipline reports
- Behavioral incidents
- Attendance
- Suspension/Detention
- Observations
- Self-assessments
- Surveys, focus groups
- Test scores
- Rating scales
- Teacher checklists
- Etc.




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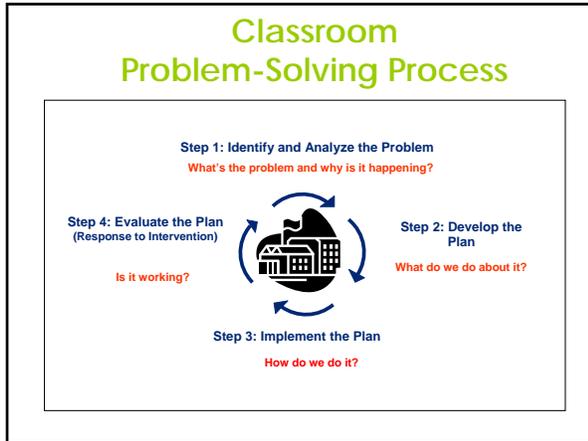
Problem-Solving Steps

- 1) Identify and Analyze the Problem
- 2) Develop the Plan
- 3) Implement the Plan
- 4) Evaluate the Plan




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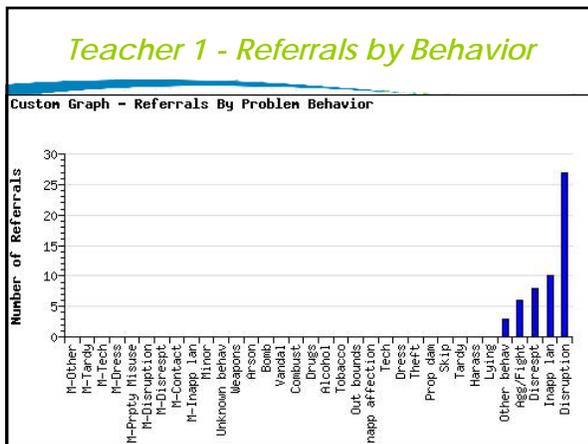
Step 1: Identify & Analyze the Problem

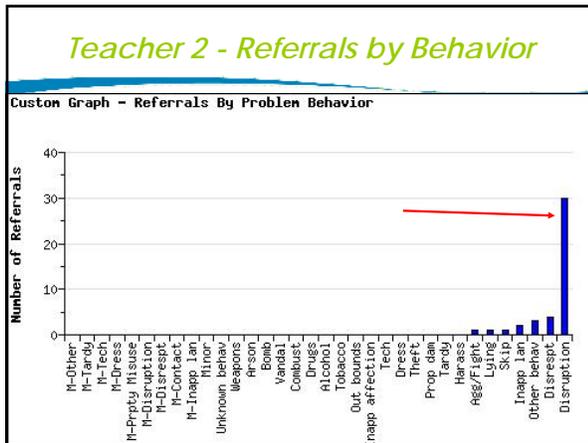
Looking at Data

- Office Discipline Referral data ✓
 - by classroom ✓
 - by behavior ✓
- Minor Incident Reports
- Teacher Nominations
- Administrator Observation ✓

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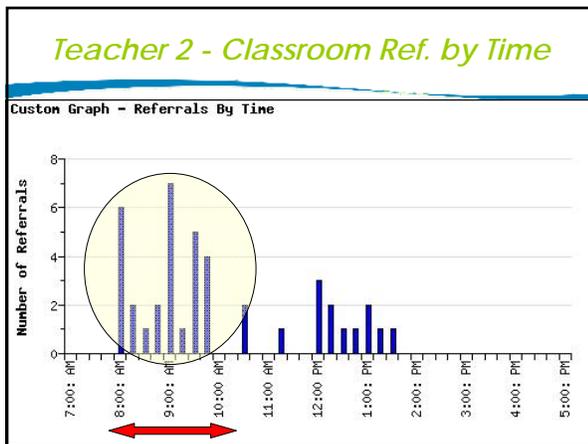
Step 1: Identify & Analyze the Problem

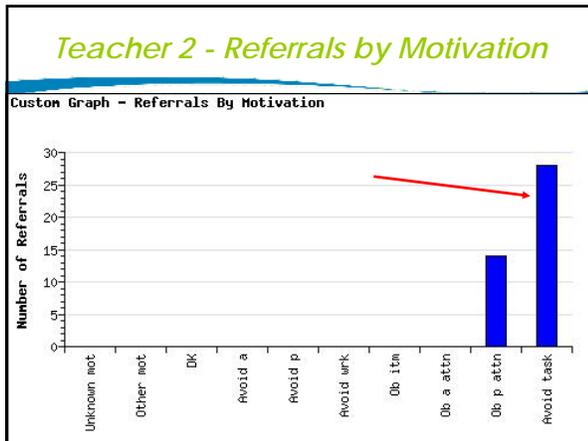
Looking at Class-Wide Data

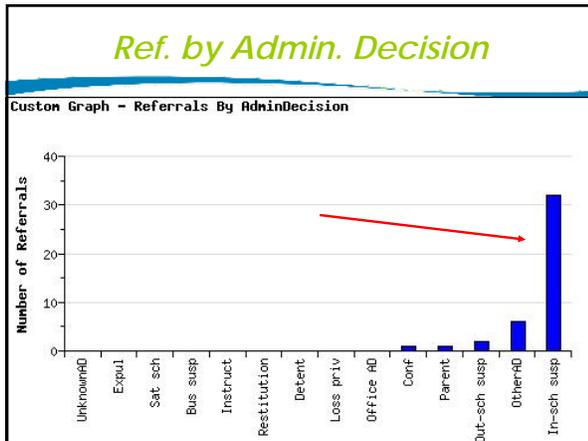
- Office Discipline Referral data
 - by time
 - by motivation
 - by administrative decision
- Admin Walkthrough/Formal Observation
- Classroom Assessment Tool (CAT)
- Positive Environment Checklist (PEC)
- Direct Observation

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This product was developed by Region 7 Positive Behavior Support Project through the University of South Florida, in collaboration with Florida Technical College System and the Florida Department of Education, Bureau of Developmental Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.







Admin Walkthrough/Formal Observation

- Through interviews and direct observation, the administrators collect information about specific teaching behaviors using:
 - qualitative data
 - frequency data
 - duration data
 - Scatterplot data on occurrences and non-occurrences
- Can be used to develop specific goals for teachers




This product was developed by Florida's Teacher Education Support Program through the University of South Florida, guided by the Florida Health Institute funded by the State of Florida, Department of Education, Bureau of Resolving Education and Student Services, through a grant awarded under the Individuals with Disabilities Education Act (IDEA), Part H.



Classroom Assessment Tool

- Can be used as an interview or a teacher self-evaluation checklist
- Areas Evaluated include:

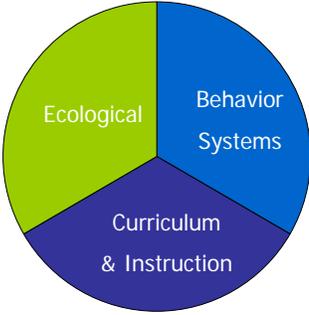
-Physical Setting	-Reward Systems
-Scheduling	-Consequence Systems (Responding to problem behavior)
-Socialization	-Instructional Planning & Delivery
-Defining & Teaching Behavior	




This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, in partnership with Florida's Positive Behavior Support Center, funded by the Florida Department of Education, Bureau of Exceptional Education and Student Services, through a grant awarded pursuant to the Individuals with Disabilities Education Act (IDEA), Part B.



Classroom Assessment Tool



Direct Observation

- The teacher or other identified individual observes the classroom and records data
- Specific observation method depends on the kind of behavior demonstrated and the type of information that would be most beneficial
- Used to help determine the extent of which the behavior is a problem
- Used to obtain an accurate idea of whether the student's behavior is improving over time




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Who is the focus?

- Data may be collected on:
 - entire classroom of students
 - select individuals within classroom
- Target those select individuals that are responsible for the bulk of incidences OR
- Target the entire class to obtain more specific information if many students are engaged in problem behavior or to help clarify problem areas




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Step 1: Identify & Analyze the Problem

Direct Observation Data

- Frequency/Event Recording
- Duration Recording
- Scatter Plot
- Anecdotal/ABC
- Time Series Recording




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Frequency/Event Recording

- A method of recording a tally or frequency count of behavior occurring during an observation period
- Used to track specific problem behavior(s)
- Example:
 - Count number of times students yell-out in class
 - Count how often students are out of seat in class




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Duration Recording

- A method of recording the amount of time that a behavior occurs
 - Define with clear beginning and end of behavior
- Used for behaviors that last more than a few seconds
- Examples:
 - Recording the time spent off-task
 - Recording the time spent out-of-seat
 - Length of time taken to comply with a request




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Scatter Plot

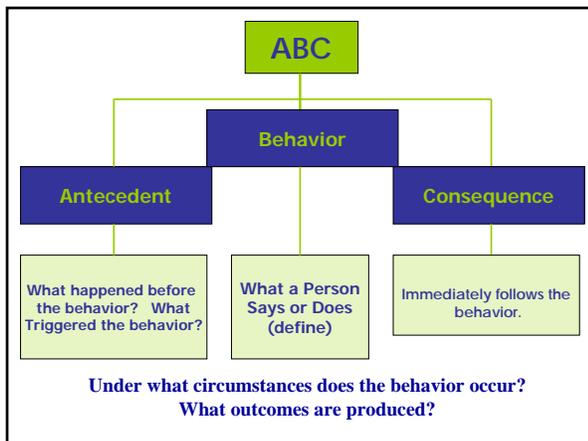
- A method of recording occurrence and nonoccurrence of behavior across activities, routines, and time periods, providing a visual display of patterns
 - Identifies patterns of responding in natural settings
 - May suggest possible sources of environmental control
- Example

Record occurrence of talking-out and the specific times of the occurrence/subject being taught when the behavior is exhibited.




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Analyzing Patterns Worksheet

- Data Gathered
- Problem Identification Statement
- Goal Statement
- Suspected Function of the Behavior
- Hypothesis Statement




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Problem Identification Statement

- Specifically defines the problem at hand

Approximately 50% of the students in Teacher #2's classroom engage in disruptive behavior (getting out of seat, walking out of area, and holding off-topic conversations during instruction) for several minutes at a time during large-group reading instruction.




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Goal Statement

- Describes what the classroom teacher and team would like to have happen instead of the problem behavior

At least 80% of the students in Teacher #2's classroom will engage in on-task behavior (listening quietly to instruction, taking relevant notes, keeping their eyes on the teacher) for at least 15 consecutive minutes during large-group reading instruction.




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Antecedents & Consequences

- Highlight conditions when the target behavior is **most likely** to occur
 - What triggers the target behavior?
 - What sets the occasion for the target behavior?
- Highlight conditions when the target behavior is **least likely** to occur
 - What does the environment look like?
 - What seems to be working for students during this time?
- Highlight responses to target behavior that occur **repeatedly**
 - What does the teacher do after the inappropriate behavior?
 - What do peers do once the target behavior is exhibited?




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Function of the Behavior

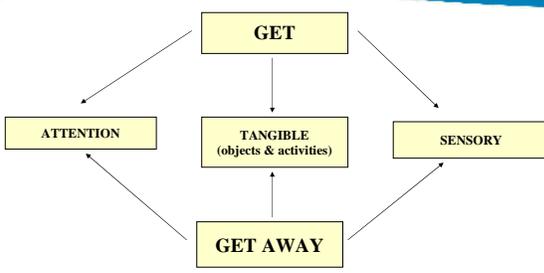
- Once clear conditions (before and after the target behavior) have been identified determine the *function* of the behavior
- Function = Reason **WHY** the behavior is occurring




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Functions of Behavior



```

graph TD
    GET[GET] --> ATTENTION[ATTENTION]
    GET --> TANGIBLE[TANGIBLE (objects & activities)]
    GET --> SENSORY[SENSORY]
    GETAWAY[GET AWAY] --> TANGIBLE
    GETAWAY --> SENSORY
  
```




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Hypothesis Statement

- Once you've defined the problem and isolated conditions that tend to trigger and maintain the target behavior, develop your hypothesis for why it is occurring.
- Your hypothesis should be based upon what the data shows.
- You will then develop interventions linked to the hypothesis. Specifically, your interventions should include preventative, educative, and responding strategies matched to the antecedents, target behavior, and consequences on those hypotheses you have the most support for.




This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, in part via a Florida Positive Learning Grants award as funded by the Florida Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



Hypothesis Statement

Example:
When the teacher doesn't review recently learned material, and changes topics before checking for comprehension, close to half of the students in the classroom engage in disruptive behavior to avoid the new task (based on Instructional Organization, Curriculum & Instruction sections).




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Hypothesis Statement

Example:
When the teacher explains directions to the entire class, close to half of the students in the classroom engage in disruptive behavior in order to escape the task, as it appears they aren't fluent in using proper listening skills (based on Ecological Factors, Behavior System sections).




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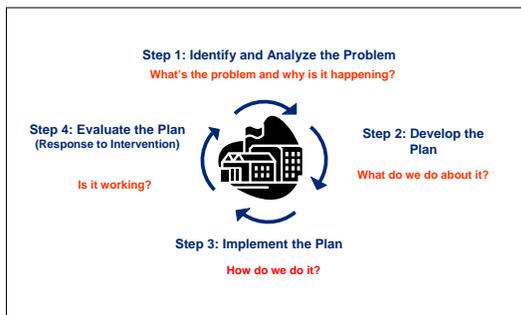


Activity



- Divide into groups
- Review data provided in your Activities Packet & complete the **CAT Summary of PBS in Classroom Setting & Action Planning**.
- Using sample data and completed CAT, analyze the data and complete the **Analyzing Patterns Worksheet**.
- Develop **Hypothesis Statement(s)** by completing the worksheet based upon findings from your analysis of data thus far.

Classroom Problem-Solving Process



Step 2: Develop the Plan

- Use the information gathered on the Analyzing Patterns Worksheet to develop a plan for intervention within the classroom
- The Classroom Intervention Plan should link various strategies to the hypothesis and include:
 - Classroom Expectations & Rules
 - Teaching Behavior
 - Classroom Procedures
 - Reward System
 - Responses to Problem Behavior
 - Modifications to the Environment and Curriculum & Instruction
- Use the Resources provided to assist in the development of the intervention plan



Resources

- Access empirically-validated interventions
- Resource sections in the Guide include:
 - Teaching Behavior
 - Reward Systems
 - Responding to Problem Behavior
 - Environment
 - Curriculum and Instruction
- Remember to use resources available at your school




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Step 2: Develop the Plan

- Review and select appropriate interventions based upon hypothesis statement
 - Read the narrative of each section
 - Look through the examples/tools
 - Consider other available resources
 - Select strategies that are feasible and agreeable to the teacher




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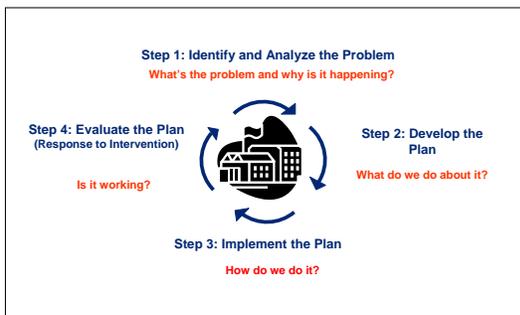
Teaching Behavior	<p><u>Classroom Expectations & Rules</u> (3-5 Positively Stated. Rules must be observable)</p> <p>1. Be Safe Walk in the Hallway, Use equipment appropriately</p> <p>2. Be Respectful Be to Class on time, Use an indoor voice, Say Please & Thanks</p> <p>3. Be Responsible Bring your Organizer to class, Stay on task, and Do your Homework</p>
	<p><u>Teaching Behavior</u> (how you will teach, when you re-teach, how you will remind students, etc.)</p> <p>Review daily in a.m.</p> <p>Language Arts and Reading do a character analysis w/examples and non-examples of behaviors that characterize classroom expectations</p> <p>Daily review in p.m. ask students for examples of students meeting expectations/following rules</p> <p>Get Character Education lessons that correspond with expectations that they struggle with</p>
	<p><u>Classroom Procedures</u> (daily routine, when to sharpen pencils, turn in homework, get a hall pass, etc.)</p> <p>A.M. student responsibility to put homework in box, sharpen pencil, work on bell-work</p> <p>Restroom students may use the restroom before a.m. bell, 5 min before/after lunch transition, and 5 min before p.m. bell. In addition, students have 5 passes per grading period to use at other times.</p>
Rewards	<p><u>Reward System</u> (in addition to school-wide tokens, how will you recognize appropriate behavior)</p> <p>Verbal feedback throughout the day (4:1 target)</p> <p>Parent contacts for work completion and following expectations (2 week time period)</p> <p>Lottery tickets for following expectations during various periods across the day</p> <p>Weekly Drawings for free time, candy, first to be dismissed, HW pass, etc...</p>

Activity



- Divide into previous groups
- Using the data and completed worksheets, develop a **Classroom Intervention Plan**.

Classroom Problem-Solving Process



Step 3: Implement the Plan

- Decide on a start date
- Be sure those implementing the plan have been trained on it prior to starting
- Record data during implementation & use it to monitor effectiveness of the plan
- Provide regular feedback to teacher



Step 3: Implement the Plan

- Implementation monitoring
(Is it really happening?)
- Establish plan for tracking individual and group performance
 - Daily tally of incidents and rating of task engagement
 - ODRs for classroom
- Determine schedule for monitoring
 - Implementation
 - Outcomes




This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, in collaboration with Florida's Positive Behavior Support Project through the Florida Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



Check for Intervention Effectiveness

- Daily tally of behavior incidents
- Daily rating of task engagement
- Office discipline referrals for that classroom
- Work products of students (accuracy, work completion)
- Number of students participating in discussions
- Time students spend on-task
- Student interviews
- Observation systems (BOSS)




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Classroom Problem-Solving Process

Step 1: Identify and Analyze the Problem
What's the problem and why is it happening?

Step 2: Develop the Plan
What do we do about it?



Step 3: Implement the Plan
How do we do it?

Step 4: Evaluate the Plan (Response to Intervention)
Is it working?

Step 4: Evaluate the Plan

- Monitor and evaluate outcomes of the interventions to determine whether or not strategies are working
- Did we meet the intervention goal?
(Review the **Goal Statement** on the Analyzing Patterns Worksheet)
- Are there
 - decreases in problem behavior?
 - increases in appropriate behavior?
 - achievement of broader goals?
 - durability of behavior change over time?
 - increases in academic achievement?




This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, in part with Florida's Special Services Center funded by the Florida Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



Step 4: Evaluate the Plan

• Is the plan working?

YES	NO
<ul style="list-style-type: none"> • Plan to maintain the intervention (include generalization & fading procedures) 	<ul style="list-style-type: none"> • Modify existing plan or develop a new plan • Consider referring back to problem-solving team if intervention isn't working




This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, in part with Florida's Special Services Center funded by the Florida Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



Step 4: Evaluate the Plan

- **Outcomes of Successful Classroom PBS:**
 - Significant reduction in problem behavior
 - Students are engaged more
 - Students complete assignments/tasks
 - Students follow classroom expectations & routines
 - Teacher comments are positive
 - Small number of students need individualized behavior support




This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, in part with Florida's Special Services Center funded by the Florida Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



Resources

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 - FL PBS: Rtl:B Project at USF
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- Phone: (813) 974-6440
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- State Website: <http://flpbs.fmhi.usf.edu>
- National Website: www.pbis.org
- Association on PBS: www.apbs.org