

# Evidence-Based Behavioral Interventions that Match the Needs of Your Students: *Strategies for Students, Classrooms, and School*

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## My Background



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- Assistant in the rat lab as a psychology undergrad
- Master's degree in clinical psychology with a behavioral focus
- Ph.D. from University of Oregon
- Professor of School Psychology at Minnesota State University
- PBIS trainer and team leader



## Today's topics

- Overview of basic principles
- Interventions across levels of need
  - Student-level
  - Classroom-level
  - Targeted at-risk group
  - School-wide

## Theme for the Day: EVIDENCE-BASED

### Published Experimental Research

- Peer-reviewed
- Quality controls for data, design, and interpretation
- Sometimes difficult to find

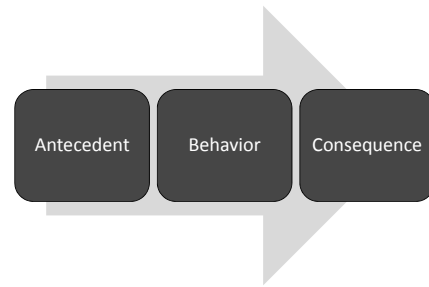
### Local Evidence

- Evidence that something works with your students
- Often selected based on published research
- Can foster innovation

## Basic Principles of Behavior

### Behavior Function

- All behavior serves a purpose
  - Controlled by what comes before and after
- Our job is to figure out the controlling variables so that we can match students to interventions



### EXAMPLE: Skipping Class

Callie skips chemistry two or three days per week.

Why?

- She's unmotivated
- She doesn't care about her education
- She's a bad student

### Callie: Other possibilities

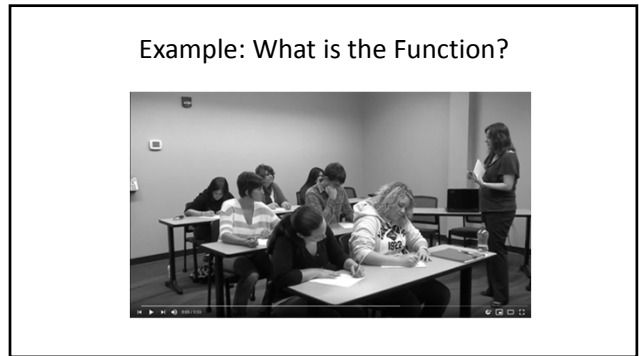
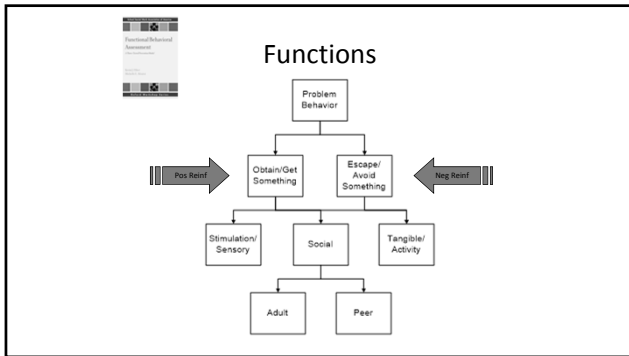
- She has to meet her drug dealer at an off-site location (Function: obtain sensory stimulation)
- She hates chemistry and doesn't understand it (Function: escape difficult task)
- Her friends all have free study hall at that time and gather at the pizza place in town (Function: obtain peer attention)

### What's the point?

- Knowing WHY somebody does something isn't easy
  - Social psychology fact: We default to "internal" explanations for the behavior of others because it's easy
    - Clumsy, mean, dumb, unmotivated
- People do things for a PURPOSE
  - All behaviors have consequences and those consequences affect the behavior in the future
- **WHAT** a person does doesn't tell us **WHY** they do it

### The power of FUNCTION

When we know that the things that come **before** and **after** a behavior actually **CAUSE** the behavior, then we have the power to **CHANGE** the behavior.



Discussion

How can we determine a student's behavior function?

As a teacher?


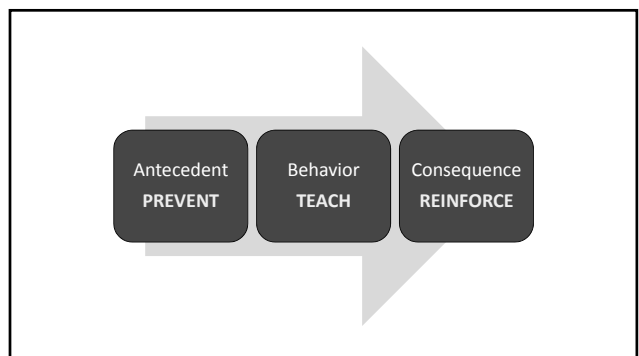
As a team?

Basic Intervention Logic

Prevent, Teach, and Reinforce

Decision #1: Can't Do or Won't Do

- Can't Do = Skill Deficit
  - No amount of reinforcement can make it happen
  - ANALOGY: Why won't the rat press the lever?
  - SOLUTION: **Behavioral Skills Instruction**
- Won't Do = Motivation Deficit
  - Student CAN act better, but misbehavior is more satisfying
  - SOLUTION: **Antecedent and Consequence Interventions**

**Changing what comes before behavior**

- Setting Events
  - Examples: illness, medication use, recent altercation, conflict at home, lack of attention
- Triggers
  - Examples: aversive tasks, demands, transitions, reprimands, seeing others get attention
- EXAMPLE SOLUTIONS:
  - Non-contingent reinforcement
  - Altering tasks
  - Prompts for expected behavior

**Antecedent  
PREVENT**

**Teach Expected Behavior**

- Focus on BEHAVIORAL SKILLS TRAINING
  - Describe
  - Demonstrate
  - Practice
  - Feedback

**Behavior  
TEACH**

**Reinforce Expected Behavior  
(and ignore problem behavior)**

- Reinforce
  - Provide the reinforcer that has maintained problem behavior only for **expected behavior**
    - EXAMPLE: Student misbehaves to escape a task, allow them to escape only if demonstrating expected behavior
- Ignore
  - Ignore **problem behavior** (don't provide reinforcer)
    - EXAMPLE: If student yells to get teacher attention, teacher delivers BRIEF reminder of appropriate ways to get attention

**Consequence  
REINFORCE**

**Kahoot! Behavior  
Basics Quiz**

**Student-Level Interventions**

Multiple quick strategies for kids with behavior concerns

**Positive Reinforcement Strategies**

- **Differential Reinforcement**
  - Provide reinforcer **ONLY** for expected behavior
    - Ignore problem behavior is possible
    - Option 1: Reinforce when GOOD BEHAVIOR occurs
    - Option 2: Reinforce when NO PROBLEM BEHAVIOR occurs
- Examples
  - Reinforcer = Adult Attention
  - Reinforcer = Peer Attention

## Positive Reinforcement Strategies

4:1? 3:1? 8:1?  
Let's just start with  
MORE positive

- **Positive-to-Negative Interaction Ratio**

- The problem: The squeaky wheel gets the grease
- The reality: Students behavior well more often than they behave badly, we just don't often notice (i.e., good behavior isn't squeaky, so we don't respond)

- The solution: CATCH 'EM BEING GOOD

Friendly greeting  
Comment on  
Good attending  
Friendly greeting



## Discussion/Practice

What are some good behaviors you can "catch" with your difficult students?

Practice a few specific praise statements for these good behaviors until they seem natural.

## Negative Reinforcement Strategies

- REMINDERS

- Negative doesn't mean "bad" when it comes to reinforcement, it just means "escaping/avoiding"
- Most escape is related to academic tasks, but escape CAN be escape from attention

## Negative Reinforcement Strategies

- **Earned or Requested Breaks**

- Same idea as *differential reinforcement* described earlier
- **Earned Breaks**
  - If student is good for x amount of time, they can take a break for y seconds/minutes
- **Requested Breaks**
  - Student is given multiple "passes" to request brief breaks from task

## Negative Reinforcement Strategies

- **Modify Tasks or Social Interactions**

- **Modify Task**
  - Provide options
  - Provide task as instructional level
  - Break the task into smaller chunks
- **Modify Social Interactions**
  - If peers are the issue, keep them separated
  - Reduce and alter how you interact with student
    - If correction, then very brief
    - Avoid unnecessary interactions if student is doing well

## Discussion

What could students do during "breaks" in your classroom/school that would be minimally disruptive?

Think of one task in your classroom and then develop 2 ways it could be easily modified for a student.

### Behavior Change Takes Time

- All of these strategies are effective, but they may take time to really see the payoff
- Don't give up too soon!

### Classroom-Wide Interventions

When it's not just a couple of students with problem behavior

### It's not always easy: Classroom data from high fidelity PBIS schools

Table 1. Mean Rates and Range of Observed Teacher and Student Behavior in the Classroom

Variable	Overall sample	School 1 (SET = 94%)	School 2 (SET = 90%)	School 3 (SET = 91%)
Total praise	0.56 (0.02-1.74)	0.53 (0.20-1.22)	0.54 (0.23-0.93)	0.60 (0.02-1.74)
General praise	0.43 (0.00-1.29)	0.38 (0.014-0.76)	0.42 (0.20-0.73)	0.47 (0.02-1.29)
Specific praise	0.13 (0.00-0.47)	0.14 (0.03-0.47)	0.13 (0.03-0.23)	0.13 (0.00-0.46)
Total reprimands	0.67 (0.20-1.34)	1.04 (0.69-1.34)	0.67 (0.32-1.05)	0.43 (0.20-0.69)
Reprimand	0.65 (0.20-1.30)	1.01 (0.67-1.30)	0.64 (0.28-1.00)	0.41 (0.20-0.58)
Harsh reprimand	0.02 (0.00-0.11)	0.03 (0.00-0.09)	0.03 (0.00-0.09)	0.01 (0.00-0.11)
Opportunities to respond	1.48 (0.00-7.02)	1.41 (0.00-5.80)	1.28 (0.03-3.25)	1.68 (0.00-7.02)
Student disruptions	0.72 (0.23-1.40)	1.07 (0.71-1.40)	0.69 (0.30-1.05)	0.50 (0.23-0.76)

Note: SET = systematic evaluation tool.

Reinke, W., Herman, K., & Stormont, M. (2013). Classroom-level positive behavior supports in schools implementing SW PBIS: Identifying areas for enhancement. *Journal of Positive Behavior Interventions*, 15 (2), 39-50.

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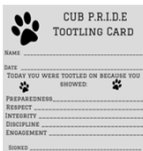
### Good Behavior Game

- This one is CLASSIC – 1969-today
- BASICS
  - Class is broken into teams
  - Teams compete for best behavior
    - Least bad behavior marks
    - Most good behavior marks
  - Winning team gets a group reward
    - If both teams meet criterion, they BOTH win



### Tootling

- Tattling + Tooting Your Horn
- PEERS catch one another being good
- Set-Up
  - Teach the use of the tootles (what, when, how)
  - Tootles given to student who then gives to teacher
  - Class received GROUP REWARD for submitting target # of tootles
  - Optional: Teacher reads some tootles aloud



### Tootling Data

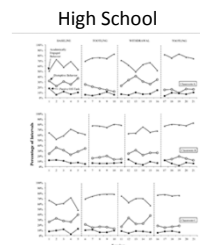


Figure 1. Percentage of tootles submitted for disruptive behavior, positive off-task, and academically engaged behavior.

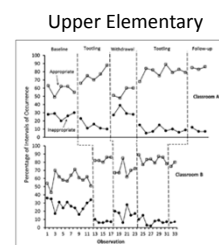


Figure 2. Percentage of tootles of occurrence for disruptive behavior and appropriate student behavior across both classrooms and all phases.

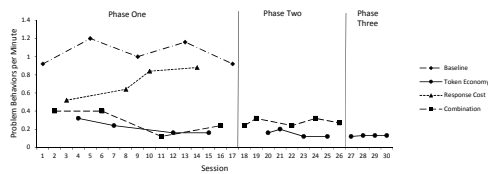
### Token Economy

- Another Classic – 1965-today
- BASICS
  - Students receive tokens for good behavior
  - Tokens can be exchanged for larger rewards (backup reinforcers)

### Token Economy

- Implementation Logistics
  - Define good behaviors
  - Identify items to use as tokens
  - Identify larger rewards (backup reinforcers)
  - Determine exchange rate (how many tokens for which rewards)
  - Time and place for exchange
  - Decide on whether to implement **Response Cost**

### Token Economy Data



### Discussion

Which of these three interventions would be most comfortable for you to use? Why?

- Good Behavior Game
- Tootling
- Token Economy

What other class-wide interventions have you tried?

### Targeted, At-Risk Group Interventions

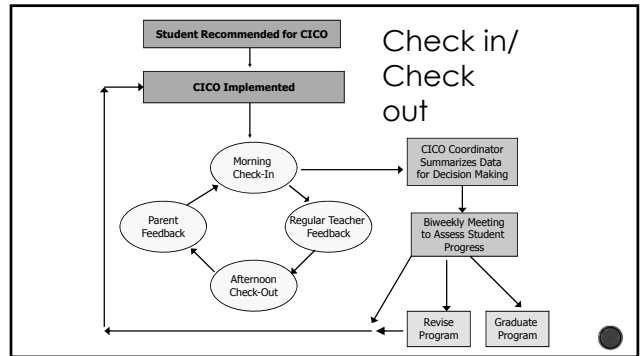
Efficient supports for multiple students in a school

### PICK 2 OR 3 EFFECTIVE TIER 2 INTERVENTIONS

- School selects
  - At least one for **ATTENTION** function
  - At least one for **ESCAPE** function
  - Possibly one for "can't do" problems

# CHECK IN / CHECK OUT

Intervention for behaviors maintained by **ATTENTION**



## WHY DOES CICO WORK?

- Morning Check-In = Prevention
  - Positive interaction, ensure student has tools for success
- Increased **attention** for good behavior
  - Points and **specific feedback** from teachers for good behavior
  - Problem behaviors are mostly ignored
- Opportunity for additional reward
  - During check-out, student can choose from a range of rewards

## CICO COORDINATOR RESPONSIBILITIES

- Take care of CICO requests for assistance
- Meet with new students and parents
- Lead morning check-in/ afternoon check-out
- Enter CICO data on spreadsheet – daily
- Organize and maintain records
- Create graphs for CICO meetings
- Gather supplemental information for CICO meetings
- Prioritize CICO students for team meetings
- Lead CICO meetings

## CICO: MORNING CHECK IN

- Conducted by program coordinator
- Friendly greeting
- Collect yesterday's card signed by parent
- Set goal
  - Same goal for all students?
  - Goal progresses as student progresses?
- Check-in checklist
- Time ~ 1 min/student

**High School**  
**Example:**  
**Morning Check In**

**Check-In, Check-Out Form:  
Elementary School Version**

Student	Check-Out % of Points Earned	Goal	Check-In	Delivered Contract	Signed Parent Copy of DPR



## CICO: TEACHER FEEDBACK

- The details of the card
- How teachers give feedback
- Importance of teaching teachers about process
  - Semi-annual or annual booster
- Time ≈ 15 sec/student at each scoring time

**HAWK Report**  
Date \_\_\_\_\_ Student \_\_\_\_\_  
Teacher \_\_\_\_\_

0 = No 1 = Good 2 = Excellent	Be Safe	Be Respectful	Be Your Personal Best	Teacher initials
Class	0 1 2	0 1 2	0 1 2	
Recess	0 1 2	0 1 2	0 1 2	
Class	0 1 2	0 1 2	0 1 2	
Lunch	0 1 2	0 1 2	0 1 2	
Class	0 1 2	0 1 2	0 1 2	
Recess	0 1 2	0 1 2	0 1 2	
Class	0 1 2	0 1 2	0 1 2	

## FEEDBACK EXAMPLES



## CICO: AFTERNOON CHECK OUT

- Conducted by program coordinator
- Friendly greeting
- Review student's performance for the day
- Record data on same sheet as check-in
- Deliver rewards according to reward schedule
- Make copy of the Card so one goes home and one stays at school

### BEP Check-In/Check-Out Record

Date: \_\_\_\_\_ BEP Coordinator: \_\_\_\_\_  
 Check-In \_\_\_\_\_ Check-Out \_\_\_\_\_

Student Name	Check-In				BEP Score
	Paper	Pencil	Notebook	DPR parent copy	
Jason	√	√	√	√	90
Leanne		√	√		85
Juan	√	√	√	√	60
Kiran	√		√		100
Alexa	√	√	√	√	95
Jacey	√		√	√	90

## WHAT if... CHART?

### WHAT IF YOU DO?

Get contract before school...

Get 70% on contract...

Get 85% on contract

Get 10 chart

### WHAT WILL YOU GET?

HAWK ticket for drawing

One treat

Chart move plus treat

Big Reward

© 2005 by The Guilford Press

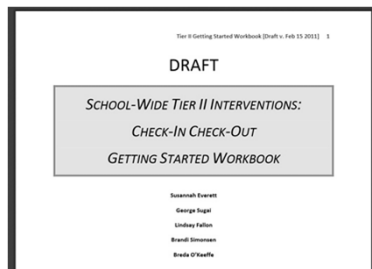
## CICO: HOME FEEDBACK

- Parent/guardian training
- Parent signs card and returns it
- What if card not returned next day?

High School  
Example:  
 Morning Check In

High School  
Example: Teacher  
 Feedback

[HTTP://WWW.PBIS.ORG/COMMON/CMS/FILES/PBISRESOURCES/SAPBS\\_TIER2\\_GETTINGSTARTEDWORKBOOK.PDF](http://www.pbis.org/common/cms/files/pbisresources/sapbs_tier2_gettingstartedworkbook.pdf)



## CLASS PASS

Escape-based intervention for Tier 2 PBIS

## TIER 2 ESCAPE INTERVENTION

- **Class Pass**
  - Cook et al. (2014) and Collins et al. (2016)
  - Based on Bedtime Pass Program
  - Can be an excellent alternative to CICO that utilizes many of the same systems and resources as CICO
- **Core Components:**
  - Student can take up to three 10-minute breaks during the day (escapes)
  - Unused passes can be exchanged for rewards
    - Increases teacher acceptability
    - Reduces missed instructional time
    - Facilitates fading

## WHY DOES CLASS PASS WORK?

- Morning Check-In benefits same as CICO
- Student can use alternative behavior to **escape**
  - Passes are essential a **DIFFERENTIAL REINFORCEMENT**
- Additional rewards available for unused passes during afternoon check-out – same as CICO

## TIER 2 ESCAPE INTERVENTION

- **Class Pass Intervention**
  - Morning Check-In
  - Three 10-minute Breaks During Day (Passes)
  - Covert Point Card Evaluation
  - Afternoon Check-Out
    - Earn rewards for unused passes

## CLASS PASS: MORNING CHECK-IN

- Basically the same as CICO Morning Check-In
- 1-minute greeting
- Give student point card
  - E-point cards are best
- Give student three 10-minute passes
  - Can be integrated into point card

## CICO / Class Pass Daily Record Form

Student	Program		Point Card Delivered			Passes Delivered			Goal	Check-Out Points
	CICO	CP	Y	N	NA	Y	N	NA		
	CICO	CP	Y	N	NA	Y	N	NA		
	CICO	CP	Y	N	NA	Y	N	NA		
	CICO	CP	Y	N	NA	Y	N	NA		
	CICO	CP	Y	N	NA	Y	N	NA		
	CICO	CP	Y	N	NA	Y	N	NA		
	CICO	CP	Y	N	NA	Y	N	NA		
	CICO	CP	Y	N	NA	Y	N	NA		
	CICO	CP	Y	N	NA	Y	N	NA		
	CICO	CP	Y	N	NA	Y	N	NA		

## CLASS PASS: BREAKS (PASSES)

- Three 10-minute breaks
  - Need rules for
    - WHEN
      - Are there times when they can't use it?
    - WHERE
      - Where do they complete the break?
    - WHAT
      - What do they do during break?
    - Time-keeping
      - How will we keep track of proper 10-minute limit?

### Class Pass #1



Time leaving \_\_\_\_\_ Time Returning \_\_\_\_\_

Notes on correct break usage (if needed) \_\_\_\_\_

Teacher Signature \_\_\_\_\_

## CLASS PASS: COVERT POINT CARD SCORING

- For CICO, point card is both data AND intervention
- For CLASS PASS, point card is just data
- Points at end of class
  - Just like CICO... except
    - No meeting with student about scores (used for progress monitoring)

Class Pass CICO

Student Name: Kegan Date: \_\_\_\_\_ # of CP: \_\_\_\_\_

	Be Safe	Be Respectful	Be Responsible	Teacher Signature
Period 1	0 (1) 2	0 1 (2)	0 1 (2)	Jane
Period 2	0 1 (2)	0 1 2	0 1 (2)	Peterson
Period 3	0 (1) 2	0 (1) 2	0 (1) 2	Abdul
Period 4	0 1 (2)	0 1 (2)	0 1 (2)	Malley
Period 5	0 (1) 2	0 1 2	0 1 (2)	Ph...

Pass 1 Start time: \_\_\_\_\_ End time: \_\_\_\_\_ Used appropriately (yes/no) \_\_\_\_\_  
 Pass 2 Start time: \_\_\_\_\_ End time: \_\_\_\_\_ Used appropriately (yes/no) \_\_\_\_\_  
 Pass 3 Start time: \_\_\_\_\_ End time: \_\_\_\_\_ Used appropriately (yes/no) \_\_\_\_\_

Today's Point Goal: 800 Today's Points Earned: 700  
 Reward (circle #): Small Reward Choice Item: \_\_\_\_\_ Honor Point: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

## CLASS PASS: AFTERNOON CHECK-OUT

- Basically the same as CICO Afternoon Check-Out
- Points are recorded by manager
- REWARDS BASED ON UNUSED PASSES
  - Same rewards as CICO... except
  - Different exchange rate
  - Example:
    - 1 small reward = 70% of CICO points **OR** 1 unused CP pass
    - 1 large reward = 70% of CICO points for 1 week **OR** 5 unused CP passes in 1 week

[https://www.interventioncentral.org/behavior\\_management/escape\\_avoidance/Class\\_Pass](https://www.interventioncentral.org/behavior_management/escape_avoidance/Class_Pass)

The screenshot shows the Intervention Central website interface. The main heading is "How to Reduce Disruptive Behaviors Through a Brief Escape Break: Class Pass". Below the heading, there is a brief description of the intervention and a list of grade levels where it is applicable: Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, and 12th Grade.

## Discussion

- How much of a change would **CICO** and **Class Pass** be for your school compared to current Tier 2 supports?
- Who could you work with in your school to begin working on **CICO** and **Class Pass**?

## School-wide Interventions

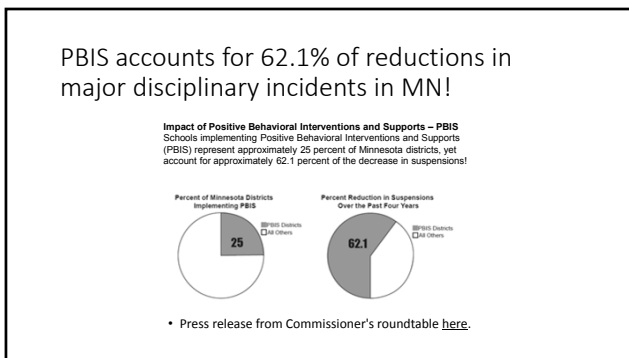
Positive Behavioral Interventions and Supports (PBIS)

## What is PBIS?

- A system for providing evidence-based behavioral interventions across an entire school
  - Applying behavioral interventions at a scale of social significance
- Combining behavioral EBI's with a systems-perspective



**Kahoot! PBIS Quiz**

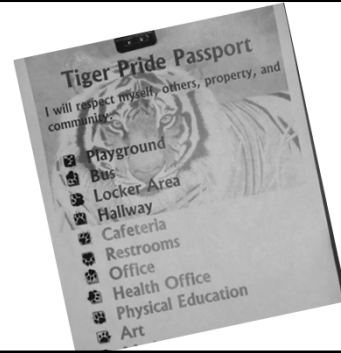


- The Core Components of PBIS system**
1. Positively stated behavior expectations TAUGHT to all students
  2. Students acknowledged for appropriate behavior
  3. Consistent and efficient management of problem behavior
  4. Team makes decisions about program based on data

**Core Component 1:  
TEACHING POSITIVE EXPECTATIONS**

*Few positive SW expectations defined, taught, & encouraged*

Expectations & behavioral skills are taught in natural context

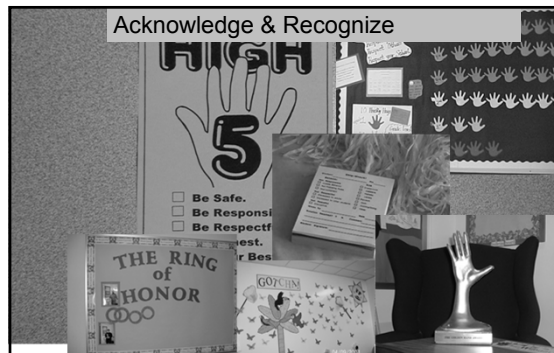


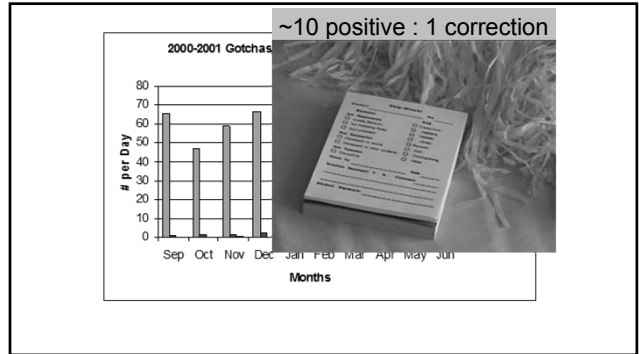
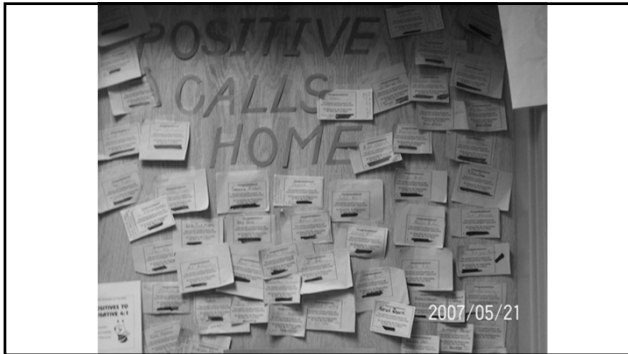
	School-Wide	Classrooms	Restrooms	Hallways	Cafeteria	Bus	Playground
<b>R</b> Respect	Listen to all adults	Follow directions the first time given Use a quiet voice Listen to others when they speak	Use a quiet voice Respect the privacy of yourself and others Keep your hands, feet and other objects to yourself	Use a quiet voice Thank, but not other objects to self Keep your hands, feet and other objects to yourself	Use a quiet voice Show good manners Keep your hands, feet and other objects to yourself	Respect other people's property Use a quiet voice Keep your hands, feet and other objects to yourself	Enter and exit the building in an orderly fashion Leave things, especially when they belong Follow directions from any teacher
<b>O</b> Organization	Have materials ready at school	Have materials you need for class Keep your work area clean	Wait quietly for your turn Line up in assigned area Dispose of bathroom materials properly	Walk with a steady pace Stay in a straight line and keep hands to your sides	Get everything you need when you go through the line Place food and paper unopened Leave the table, seat and floor clean	Keep all items in your backpack Watch for your stop	Play文明 and line up when signaled by teacher Wait your turn patiently
<b>A</b> Attitude	Come in ready to learn	Help and encourage others Use positive words Share	Be considerate of others by not having a mess Wait patiently for others to finish Use a quiet voice	Be kind and be courteous to people you meet in the hall Follow all directions in line	Wait patiently in line and while waiting your turn Be polite by saying "please" and "thank you" Talk quietly to neighbors at your table	Use polite and appropriate language Check bus driver's announcements Display good sportsmanship	Be nice to all students
<b>R</b> Responsibility	Follow the school rules	Keep up with materials you need for class Stay on task	Think and wash your hands Use only what you need Report problems to an adult	Be responsible for yourself, not others Keep hallways clean Be a good example for others	When you're finished with your food and drink, leave it alone Have everything you need for lunch Keep your seat clean	Put trash in the trash can Be a your stop on time Remain seated, facing forward	Report problems and injuries to the nearest adult Use equipment properly Stay in areas designated by your teacher

Reminding & Re-teaching Expectations

- Once isn't enough
- Handbook isn't enough
  - Signage
  - Pre-corrections when necessary
  - Systematic re-teaching

Core Component 2:  
ACKNOWLEDGING APPROPRIATE BEHAVIORS (REWARDS)





What to reward?

- Any good behavior should have the **POTENTIAL** to be rewarded
- **Above-and-Beyond** vs. **Meeting Expectations**
  - 8.17 vs. 4.06 likelihood to reward (on a scale of 1 to 10)

Practical Thoughts on Rewards

- Doolittle, Horner, and Sugai (2008) found that **SUSTAINED outcomes** of PBIS are related to two things
  - Overall implementation above 80%
  - **Implementation of reward system above 80%**

Discussion

- What rewards are you comfortable using?
- What behaviors are you comfortable rewarding?

**Core Component 3: CONSISTENT MANAGEMENT OF PROBLEM BEHAVIOR**

### When kids misbehave

- In spite of every effort, some kids will misbehave
- Be sure to have a consistent plan to deal with these behaviors
  - Students know what will happen
  - Staff know what will happen
  - Administrators know what will happen

### Example Discipline Plan Overview

- Addressing Behavior**
- Level 1 – Incidentals: Teacher-handled using classroom management strategies.
    - Teacher to teacher communication tool.
  - Level 2 – Minors: Teacher-handled using logical consequences.
    - Teacher sends home Infraction Form for parent's signature. Copy given to the office.
  - Level 3 – Majors: Principal-managed; send the student to the office where it will be addressed administratively.
    - Teacher will receive a copy of Infraction Form. Parent's signature required.
  - Level 4 – Illegals: Principal-managed; send the student to the office where it will be addressed administratively.
    - Teacher will receive a copy of Infraction Form. Parent's signature required.

- Collecting Data**
- Level 1 – Incidentals **are not** recorded. Incidental forms are filed in each teacher's PBIS box.
  - Level 2 – Minors **are** recorded. Once the behavior is addressed, turn in a **yellow copy** to the office.
  - Level 3 – Majors **are** recorded. Send the form with the student to the office.
  - Level 4 – Illegals **are** recorded. Send the form with the student to the office.

Level 1 – Incidental Infractions <i>(Teacher/Classroom)</i>	Level 2 – Minor Infractions <i>(School/Wide)</i>	Level 3 – Major Violations <i>(School/Wide)</i>	Level 4 – Illegal Violations <i>(School/Wide)</i>
<ul style="list-style-type: none"> <li>• Running</li> <li>• Loud voices/yelling</li> <li>• Hallway loitering</li> <li>• Off-task behavior</li> <li>• Name calling</li> <li>• Noise making</li> <li>• Uncooperative</li> <li>• Out of seat</li> <li>• Missing homework</li> <li>• Disruptive</li> <li>• Breaking cafeteria rules</li> <li>• Breaking playground rules</li> <li>• Inappropriate behavior in the bathrooms</li> <li>• Chewing gum or eating candy inappropriately</li> <li>• Other:</li> </ul>	<ul style="list-style-type: none"> <li>• Disrespectful</li> <li>• Lying/cheating</li> <li>• Indirect, inappropriate language/gestures</li> <li>• Inappropriate dress</li> <li>• Spitting</li> <li>• Third Level 1 offense</li> <li>• Cell phones and misuse of other electronic devices</li> <li>• Other:</li> </ul>	<ul style="list-style-type: none"> <li>• Direct, inappropriate language/gestures</li> <li>• Fighting/physical aggression</li> <li>• Harassment/bullying</li> <li>• Overt defiance</li> <li>• Obscene gestures</li> <li>• Property destruction/misuse</li> <li>• Theft</li> <li>• Forgery</li> <li>• Internet misuse/cyber-bullying</li> <li>• Skipping class</li> <li>• "Staring"</li> <li>• Third Level-2 offense</li> <li>• Reference in conversation, writing or pictures to weapons or acts of violence</li> <li>• Throwing objects with intent to harm</li> <li>• Biting</li> <li>• Leaving area without permission</li> <li>• Racial, ethnic, religious or sexual slurs</li> <li>• Other:</li> </ul>	<ul style="list-style-type: none"> <li>• Drug use/possession</li> <li>• Weapons use/possession</li> <li>• Truancy</li> <li>• Arson</li> <li>• Bomb threat</li> <li>• Extreme property damage/vandalism</li> <li>• Combustibles</li> <li>• Assault/threats</li> <li>• Other:</li> </ul>

2016 Office Referral Form Example 4

**Office Referral Facts**

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Location: \_\_\_\_\_  
 Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  Classroom  Hallway  
 Teacher: \_\_\_\_\_  Playground  Cafeteria  
 Grade: \_\_\_\_\_  Bathroom  Library  
 Referring Staff: \_\_\_\_\_  Other: \_\_\_\_\_

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
<input type="checkbox"/> Disruption	<input type="checkbox"/> Defiance	<input type="checkbox"/> Get Attention
<input type="checkbox"/> Disrespect	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Peer Attention
<input type="checkbox"/> Physical Contact	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> New Activity
<input type="checkbox"/> Tardy	<input type="checkbox"/> Harassment	<input type="checkbox"/> Avoid
<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Fighting	<input type="checkbox"/> Peer Attention
<input type="checkbox"/> Property Misuse	<input type="checkbox"/> Electronic/Text, Violation	<input type="checkbox"/> Adult Attention
<input type="checkbox"/> Electronic/Text, Violation	<input type="checkbox"/> Property Damage	<input type="checkbox"/> New Activity
<input type="checkbox"/> Other _____	<input type="checkbox"/> Using Cheating	
	<input type="checkbox"/> Other Code	
	<input type="checkbox"/> Inappropriate Display of Affection	
	<input type="checkbox"/> Other _____	

**Action Taken**

Time Out/Exclusion  In-School Suspension (\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_)  
 Conference with Student  Out of School Suspension (\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_)  
 Loss of Privilege  Active Prolong  
 Parent Contact  Other \_\_\_\_\_  
 Unsubstantiated Allegations

Others involved in incident:  None  Peer  Teacher  Substituted  Unknown  
 Other: \_\_\_\_\_

Other Comments: \_\_\_\_\_  
 I need to talk to the student's teacher  I need to talk to the administrator

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Documentation and Response

- Why DOCUMENT?
  - Data are used for decision-making by the PBIS team for school-wide problems
  - **EXAMPLE**



- How to RESPOND when problem behaviors occur
  - Before and after
    - Pre-correct, review rates of reinforcement, and re-teach
  - During
    - Redirect and implement major/minor process

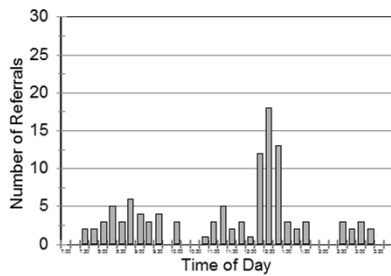
10/12/2018

### Core Component 4: DATA-BASED DECISION MAKING





### Referrals by Time of Day



### Using Data to Develop an Intervention

- Here are some generic ideas:
  - **Problem: Too much fighting in the hallways**
  - *Intervention: More active supervision in hallways*
  - **Problem: Disruption in classroom**
  - *Intervention: Re-teach respect and develop partner rooms to send students*
  - **Problem: Tardiness among 7<sup>th</sup> graders**
  - *Intervention: Review location of lockers, change if necessary, and provide rewards for classes that attain 0 tardies for the week (group contingency)*

### What does PBIS look like?

- >80% of students can tell you what is expected of them & give behavioral example because they have been taught, actively supervised, practiced, & acknowledged.
- Positive adult-to-student interactions exceed negative
- All administrators, teachers, and staff agree on what behaviors are office-managed
- Data- & team-based action planning & implementation are operating.
- *Full continuum of behavior support is available to all students*

### Today's topics

- Overview of basic principles
- Interventions across levels of need
  - Student-level
  - Classroom-level
  - Targeted at-risk group
  - School-wide

### Closing Thoughts

- Understanding behavior ABC's can improve the interventions that we provide for all students in a school
- Implementing isn't easy or we'd already be doing this

Thank you!

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