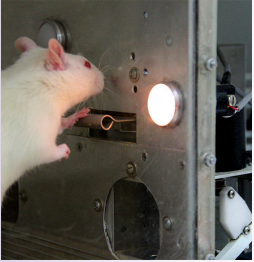


Evidence-Based Behavioral Interventions that Match the Needs of Your Students: *Strategies for Students, Classrooms, and School*

Kevin J. Filter, Ph.D.

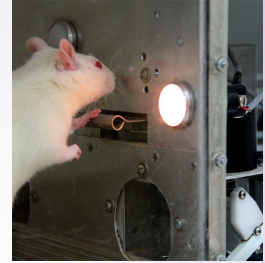
Professor of School Psychology

My Background



My Background

- 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

A stylized graphic consisting of three overlapping, curved, yellow shapes that resemble flames or abstract leaves, positioned behind the main title text.

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

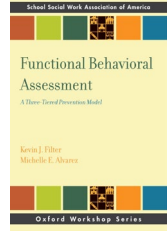


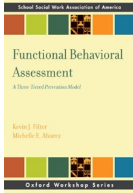
EXAMPLE: Skipping Class

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



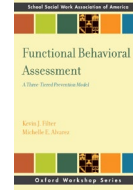


Callie: Other possibilities

- 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?

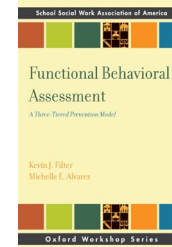


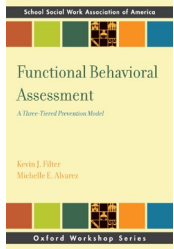
- Knowing WHY somebody does something isn't easy
 - Social psychology fact: We default to “internal” explanations for the behavior of others because it's easy
 - Clumsy, mean, dumb, unmotivated
- People do things for a PURPOSE
 - All behaviors have consequences and those consequences affect the behavior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



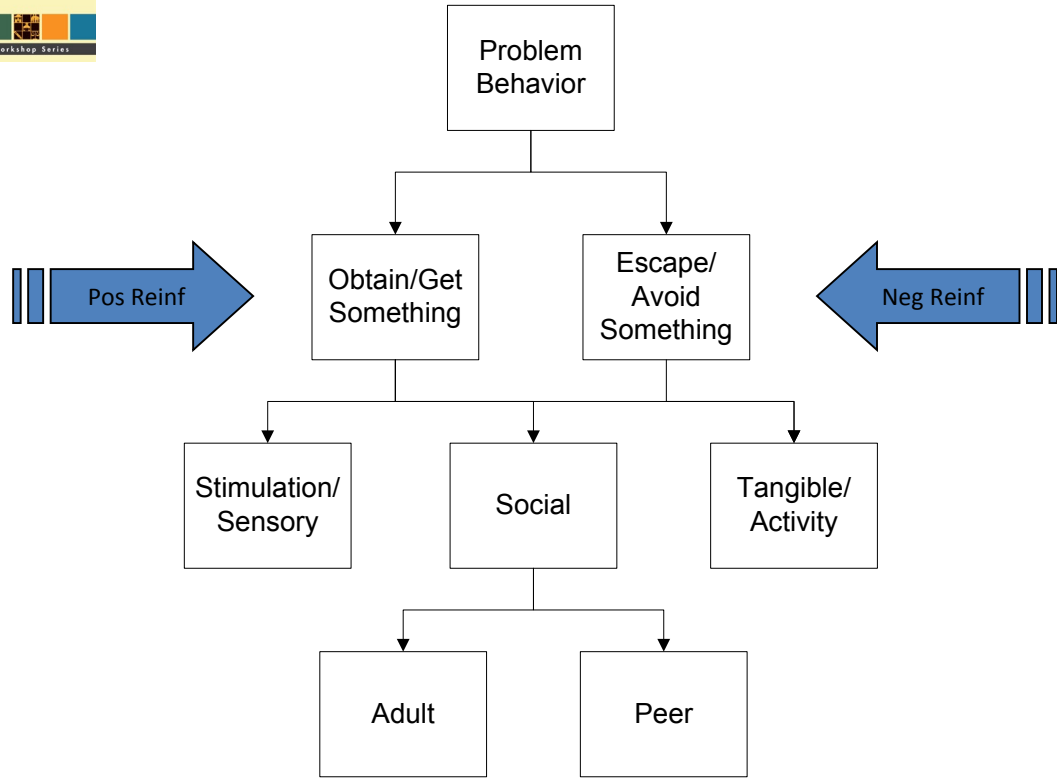
The power of **FUNCTION**

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.





Functions



Example: What is the Function?



Discussion

How can we determine a student's behavior function?

As a teacher?

As a team?

A decorative graphic consisting of three overlapping, wavy, yellow shapes that resemble flames or stylized leaves, positioned on the right side of the slide.

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)

Consequence
REINFORCE

- 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

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 3. 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 (0.02–1.29)	0.38 (0.016–0.76)	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 (0.00–7.03)	1.41 (0.00–5.80)	1.28 (0.03–3.25)	1.68 (0.00–7.03)
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* (1), 39-50.

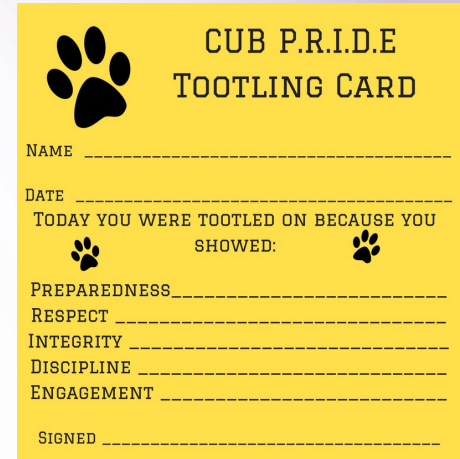
Good Behavior Game

- 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



A yellow rectangular card with a black paw print icon in the top left corner. The text on the card reads: "CUB P.R.I.D.E TOOTLING CARD". Below the title, there are several lines for text entry, each starting with a label followed by a dashed line: "NAME _____", "DATE _____", "TODAY YOU WERE TOOTLED ON BECAUSE YOU SHOWED: _____", "PREPAREDNESS _____", "RESPECT _____", "INTEGRITY _____", "DISCIPLINE _____", "ENGAGEMENT _____", and "SIGNED _____". There are two small black paw print icons on the card, one on the left and one on the right of the "SHOWED:" line.

Tootling Data

High School

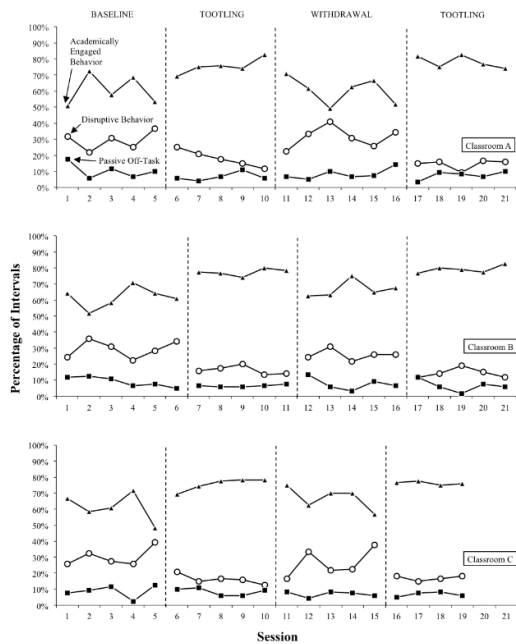


Figure 1. Percentage of intervals of occurrence for disruptive behavior, passive off-task, and academically engaged behavior.

Upper Elementary

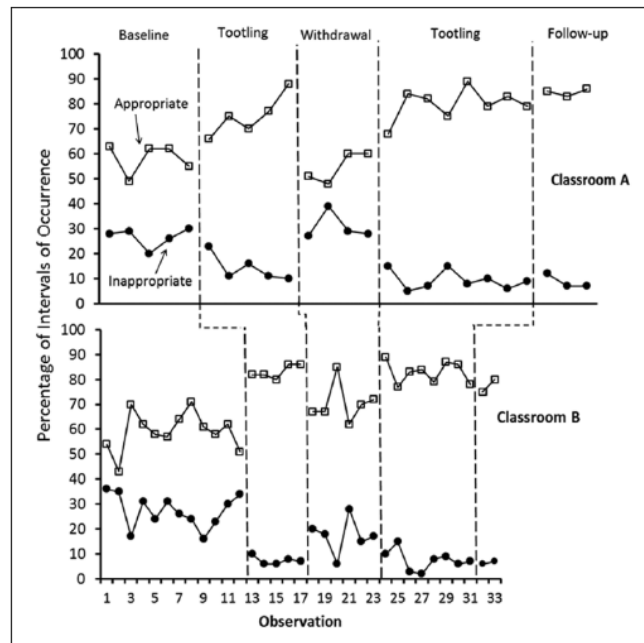


Figure 1. Percentage of intervals of occurrence for classwide disruptive and appropriate student behavior across both classrooms and all phases.

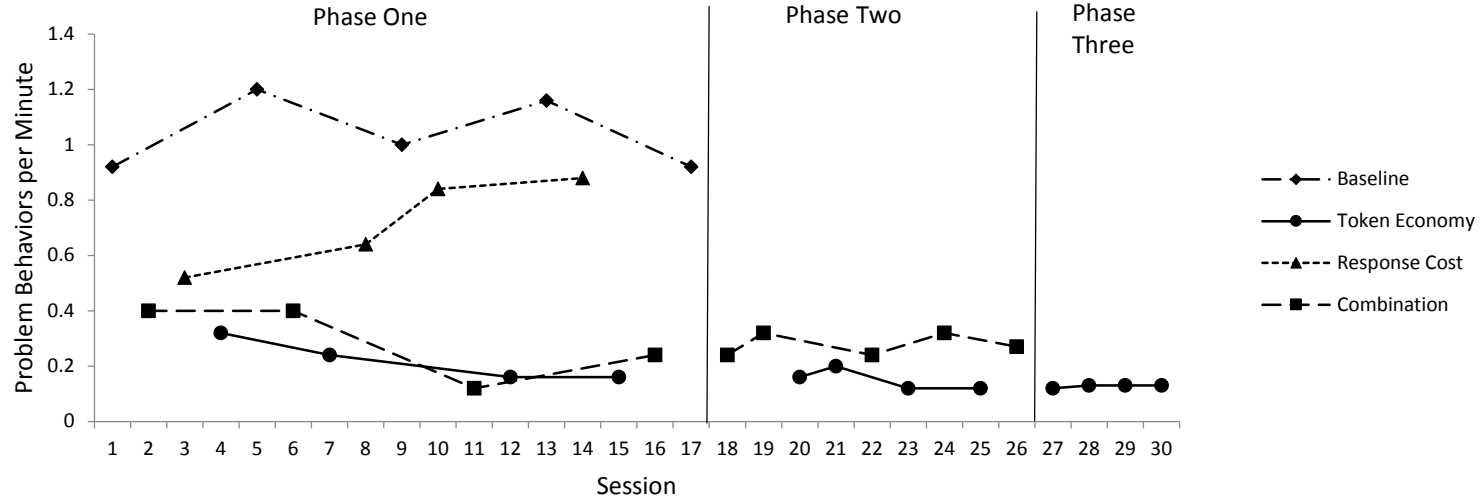
Token Economy

- 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?



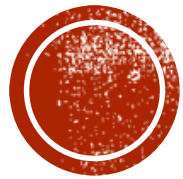
Targeted, At-Risk Group Interventions

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



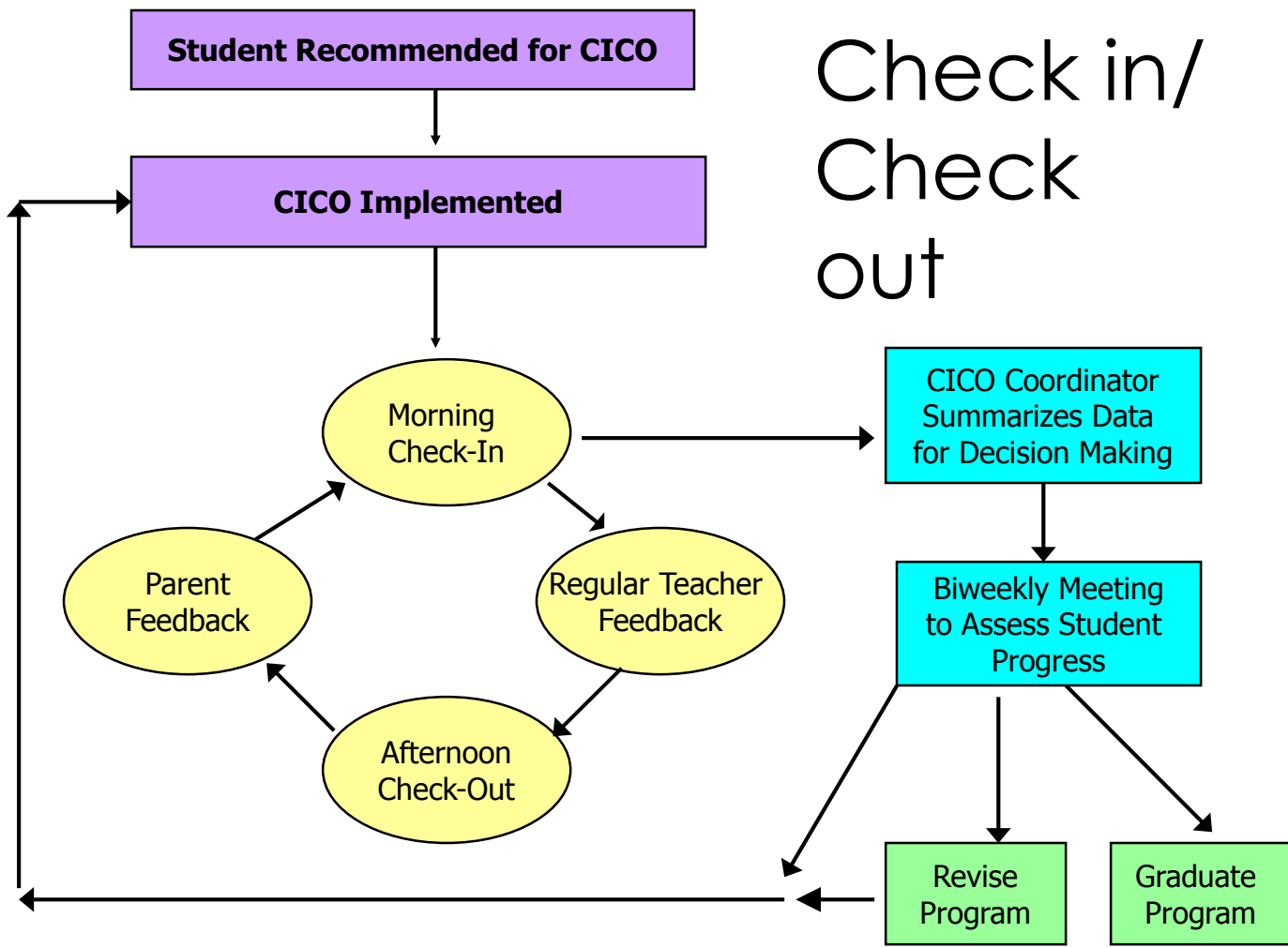


CHECK IN / CHECK OUT

Intervention for behaviors maintained by **ATTENTION**



Check in/ Check out



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 \approx 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 \approx 15 sec/student at each scoring time



HAWK Report

Date _____

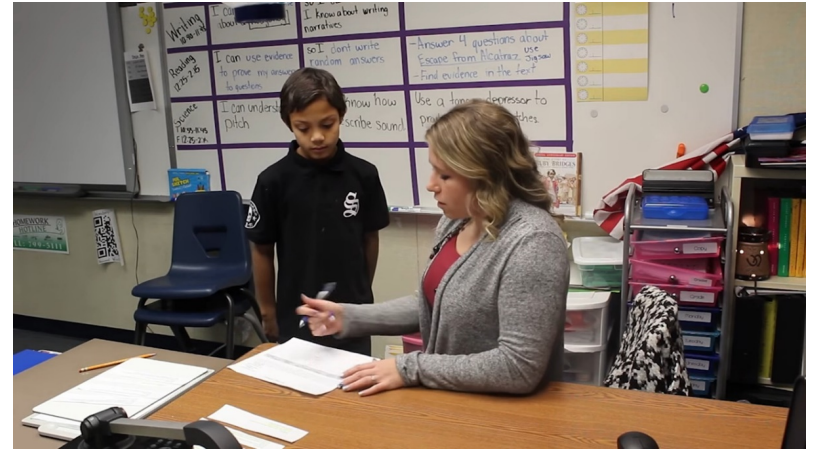
Student _____

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



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



Tier II Getting Started Workbook [Draft v. Feb 15 2011] 1

DRAFT

*SCHOOL-WIDE TIER II INTERVENTIONS:
CHECK-IN CHECK-OUT
GETTING STARTED WORKBOOK*

Susannah Everett

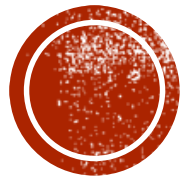
George Sugai

Lindsay Fallon

Brandi Simonsen

Breda O'Keeffe





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		



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:

Keegan

Date:

10-22-18

	Be Safe	Be Respectful	Be Responsible	Teacher signature
Period 1	0 (1) 2	0 1 (2)	0 1 (2)	<i>Jalen</i>
Period 2	0 1 (2)	(0) 1 2	0 1 (2)	<i>Peters</i>
Period 3	0 (1) 2	0 (1) 2	0 (1) 2	<i>Abdul</i>
Period 4	0 1 (2)	0 1 (2)	0 1 (2)	<i>Skilling</i>
Period 5	0 (1) 2	0 (1) 2	0 1 (2)	<i>Phan</i>

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: 80%

Today's Points Earned: 73%

Reward (circle all):

(None today)

Choice item

1 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

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How to Reduce Disruptive Behaviors Through a Brief Escape Break: Class Pass

 Like  Tweet  Print  Email  G+


Behavior

 **Description.** When students engage in disruptive behaviors in the classroom, they may be seeking to escape or avoid an academic task (Packenham, Shute, & Reid, 2004). With the Class Pass intervention, the student is able to use a limited number of passes to take brief (8-12 minute) work breaks to engage in preferred activities without disrupting instruction (Collins et al., 2015; Cook et al., 2014). To promote increased work tolerance, however, the student is also given an incentive to retain passes unused to redeem later for rewards.



This article lays out the procedures for using Class Passes (based on the work of Collins et al., 2015; Cook et al., 2014).



Preparation. In advance of the Class Pass intervention, the teacher:



1. **decides how many Class Passes to issue.** The teacher determines the number of Class Passes issued to the student each day. As a guide, research shows that 3 passes per day (elementary) or class period (middle or high school) have generally been sufficient to substantially increase academic engagement. Review these [examples of Class Passes](#)
2. **determines the length of the work break.** When the student uses a Class Pass, that learner receives a short break from academic work. The teacher chooses the







Try 10 FREE practice problems!



 Kindergarten  6th Grade

 1st Grade  7th Grade

 2nd Grade  8th Grade

 3rd Grade  Algebra 1 & 2

 4th Grade  Geometry

 5th Grade  Precalculus



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

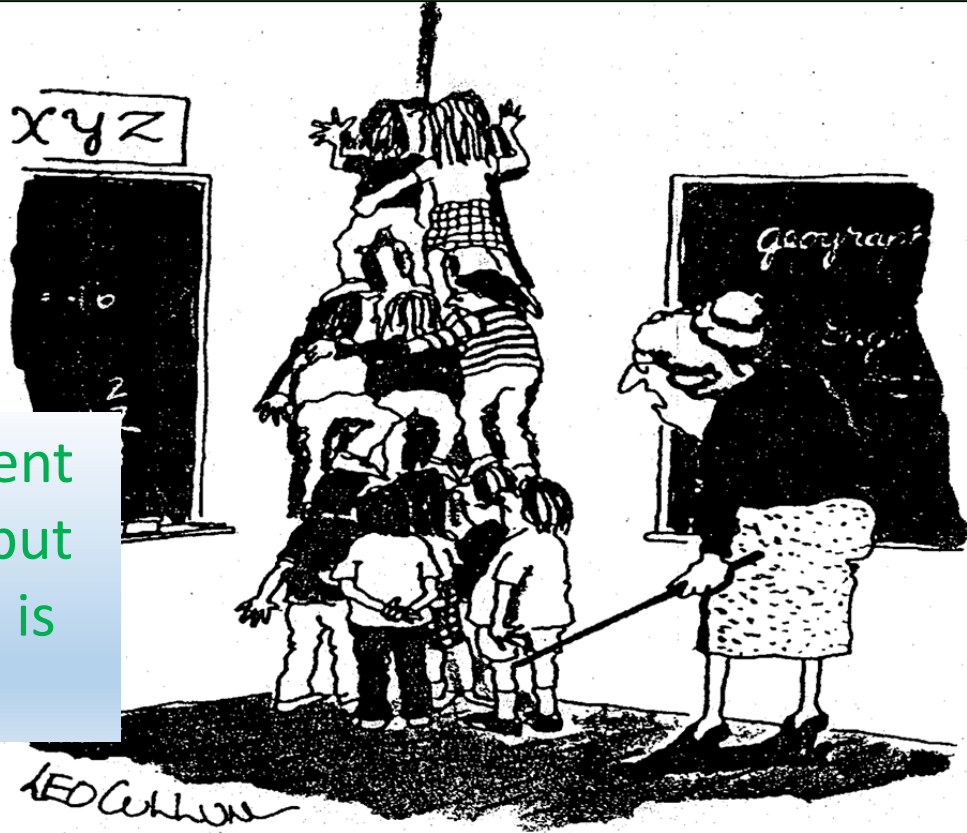
Positive Behavioral Interventions and Supports (PBIS)

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

Challenge

Reinforcement works best but punishment is our default



"This is the worst class I've ever had."

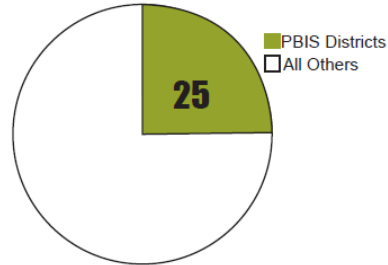
Kahoot! PBIS Quiz



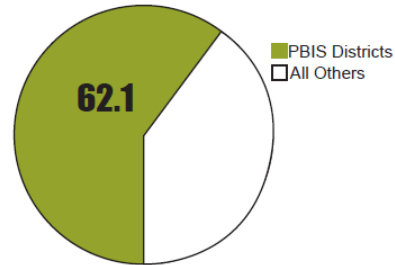
PBIS accounts for 62.1% of reductions in major disciplinary incidents in MN!

Impact of Positive Behavioral Interventions and Supports – PBIS
Schools implementing Positive Behavioral Interventions and Supports (PBIS) represent approximately 25 percent of Minnesota districts, yet account for approximately 62.1 percent of the decrease in suspensions!

Percent of Minnesota Districts Implementing PBIS



Percent Reduction in Suspensions Over the Past Four Years



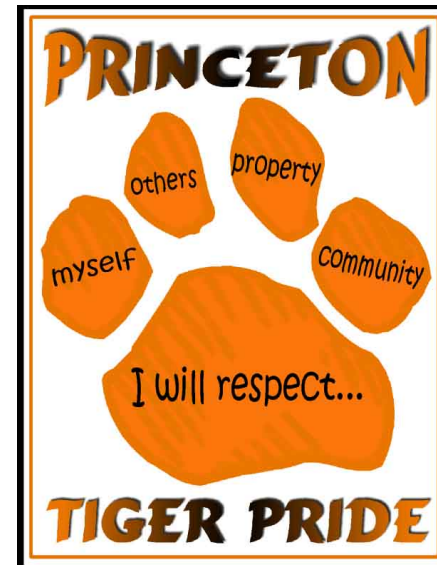
- Press release from Commissioner's roundtable [here](#).

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



Tiger Pride Passport

I will respect myself, others, property, and community.

- 
- Playground
 - Bus
 - Locker Area
 - Hallway
 - Cafeteria
 - Restrooms
 - Office
 - Health Office
 - Physical Education
 - Art

	School-Wide	Classrooms	Restrooms	Hallways	Cafeteria	Bus	Playground
R 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 Hands, feet and other objects to self Enjoy bulletin boards and displays with eyes only	Use a quiet voice Show good manners Keep your lunch items in your area	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 outside where they belong Follow directions from any teacher
O 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 correctly	Walk with a steady pace Stay in a straight line and keep up with your class	Get everything you need when you go through the line Have food and paper separated Leave the table, seat and floor clean	Keep all items in your bookbag Watch for your stop	Pay attention and line up when signaled by teacher Wait your turn patiently
A Attitude	Come in ready to learn	Help and encourage others Use positive words Share	Be considerate of others by not leaving a mess Wait patiently for others to finish Use a quiet voice	Smile and be courteous to people you meet in the hall Follow all directions in line	Wait patiently in line and while emptying your tray Be polite by saying "please" and "thank you" Talk quietly to neighbors at your table	Use polite and appropriate language Obey bus driver's instructions	Be nice to all students Play safely and include all students Display good sportsmanship
R Responsibility	Follow the school dress code	Keep up with materials you need for class Stay on task	Flush 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 Stay seated until dismissed	Put trash in the trash can Be at 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

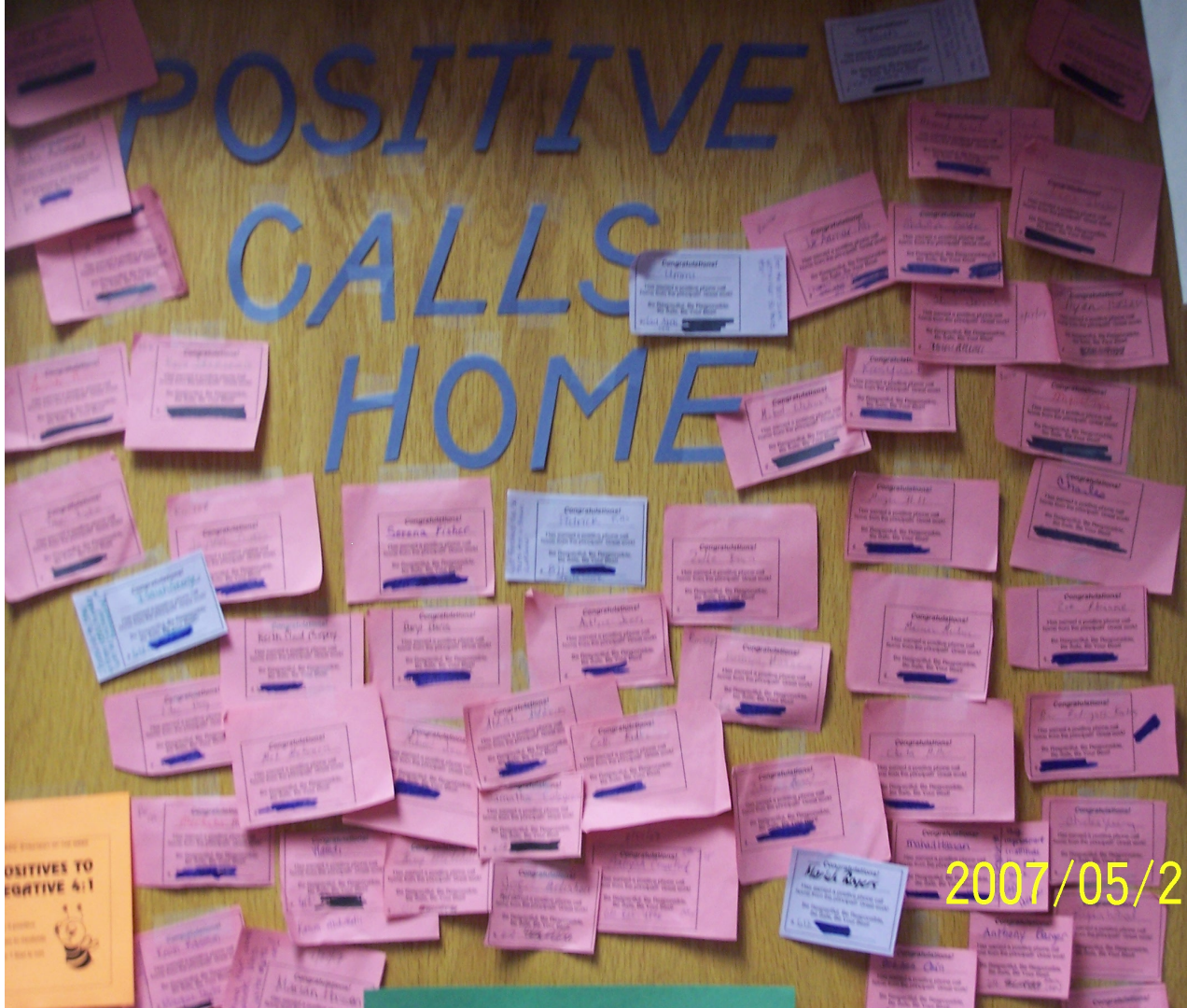
Reminding & Re-teaching Expectations

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

Core Component 2:

**ACKNOWLEDGING APPROPRIATE
BEHAVIORS (REWARDS)**

POSITIVE CALLS HOME

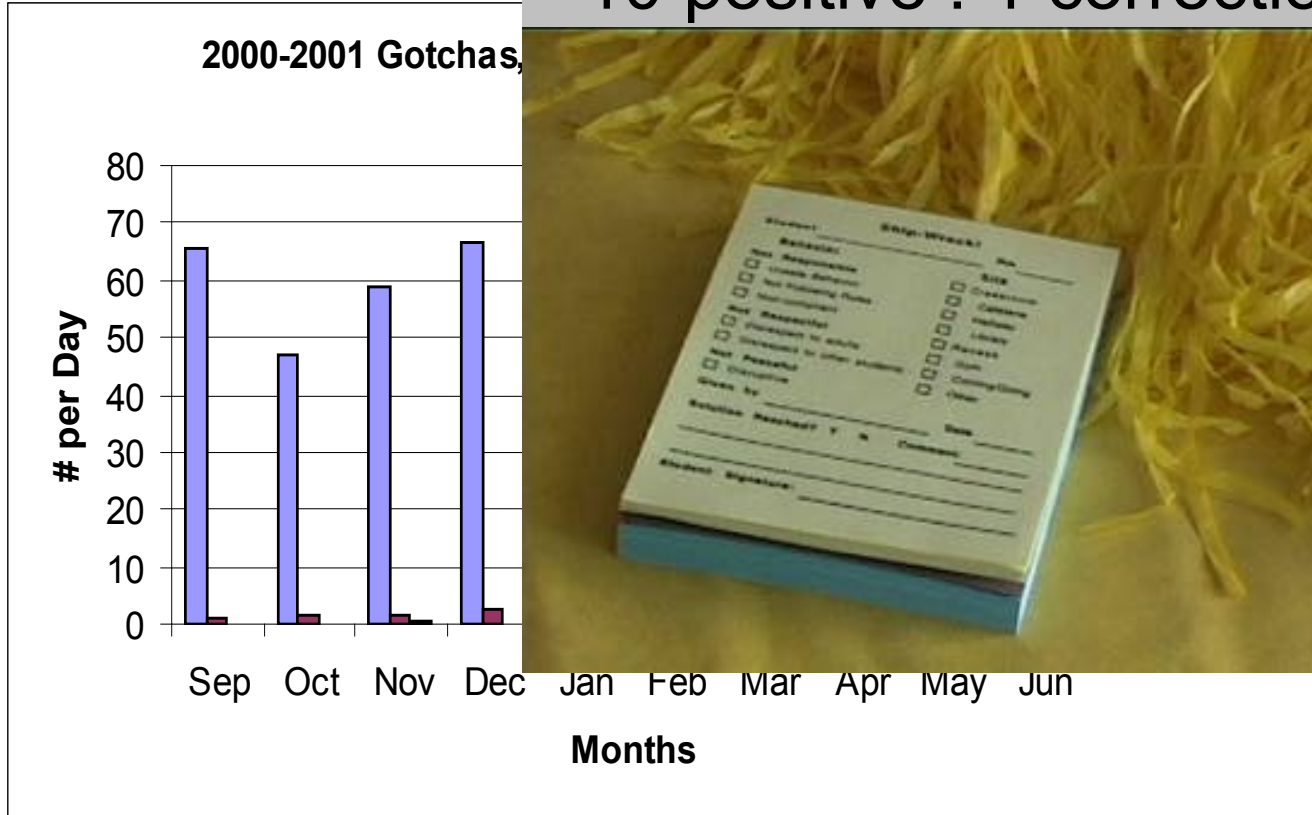


POSITIVES TO
EGRTIVE 4:1



2007/05/21

~10 positive : 1 correction



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

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



Core Component 4:

DATA-BASED DECISION MAKING

Data Truly Matter

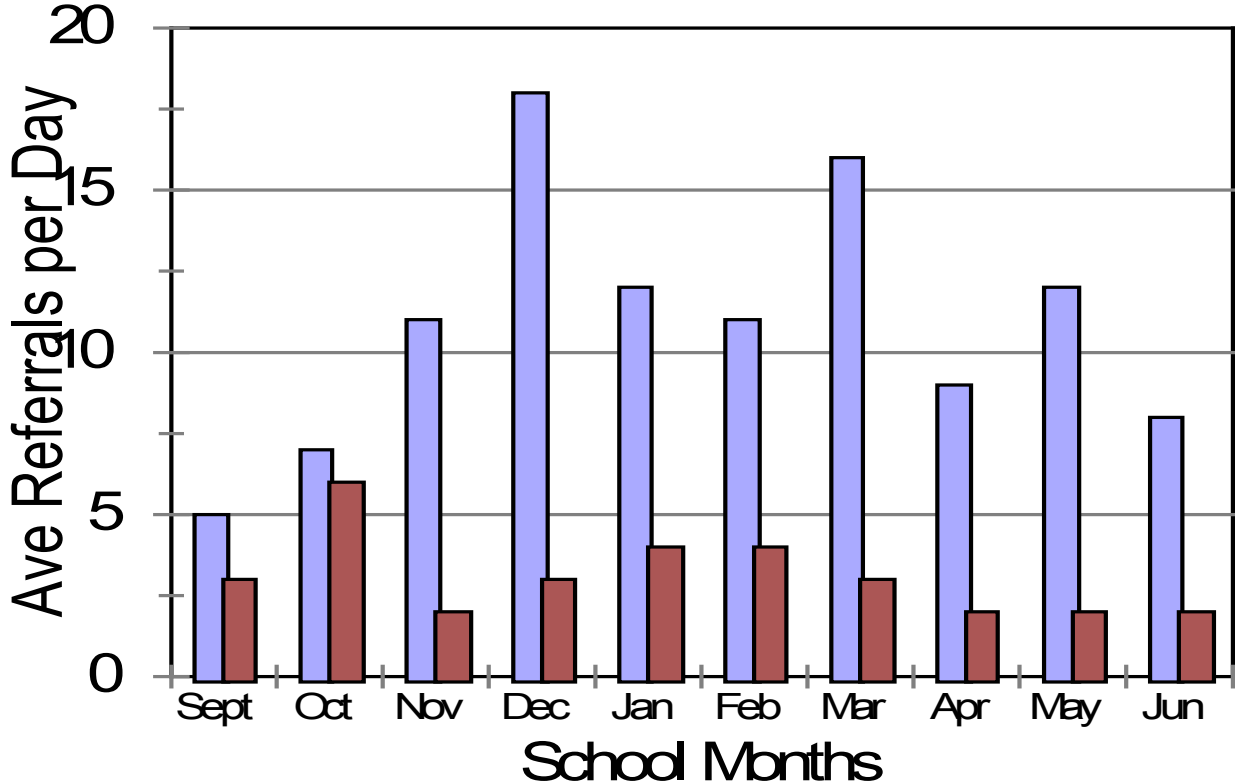
School discipline data can answer the following questions

1. Is there a problem?
2. **What** is the problem?
3. **Who** is engaging in the problem behavior?
4. **Where** is it happening?
5. **When** is it happening?
6. **Why** is it happening?

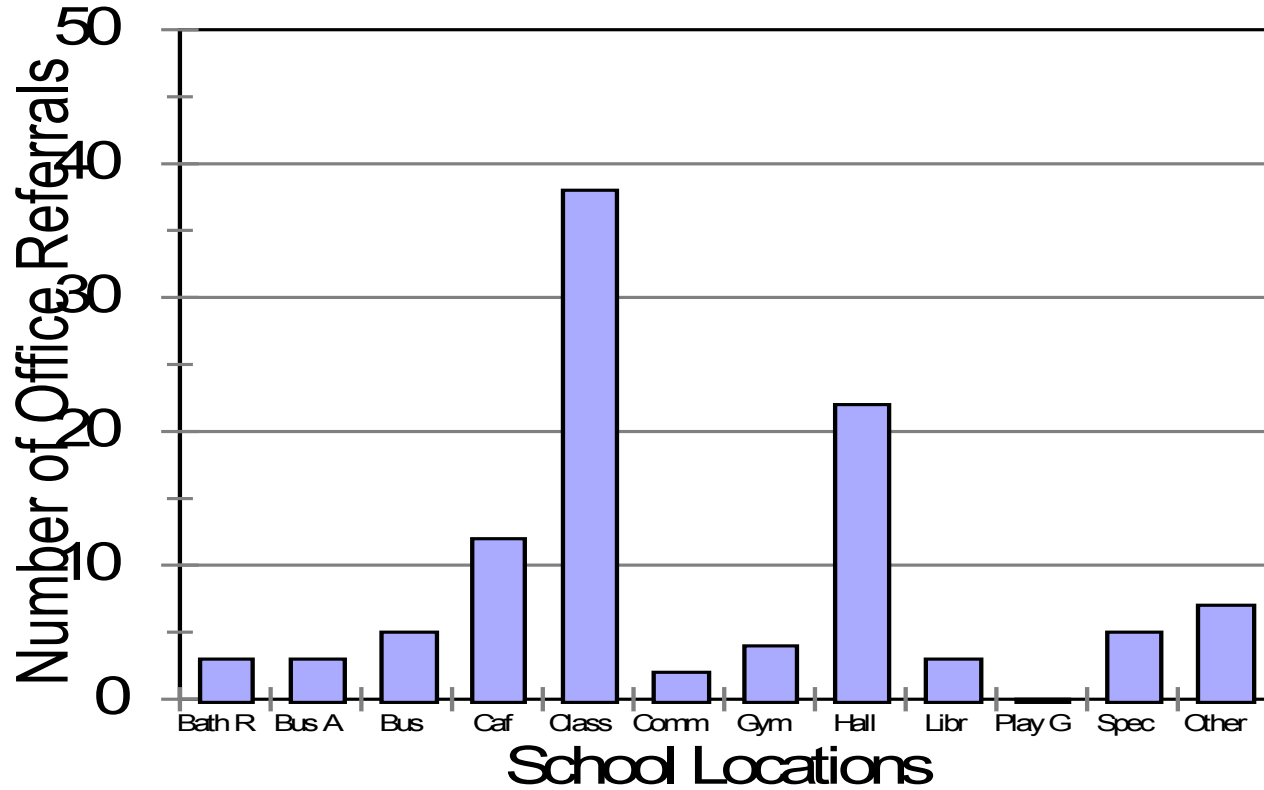
When OFFICE REFERRAL data are
meaningful, watch what you can do...

Office Referrals per Day per Month

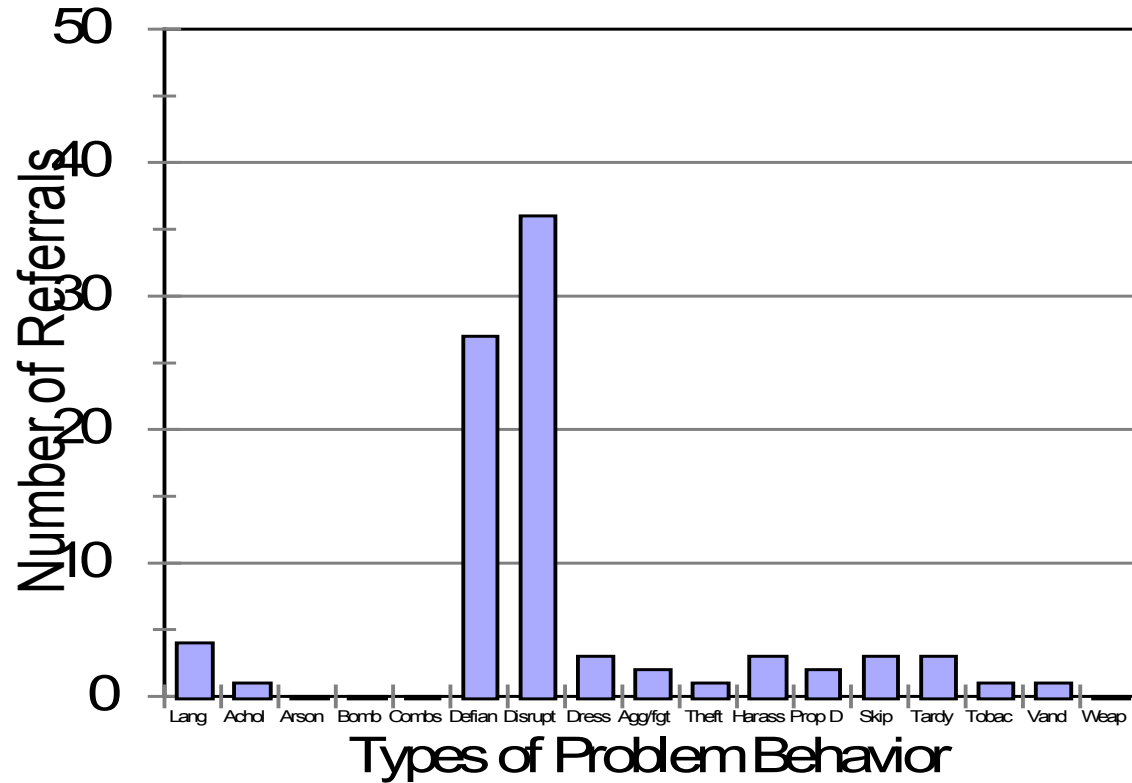
Last Year and This Year



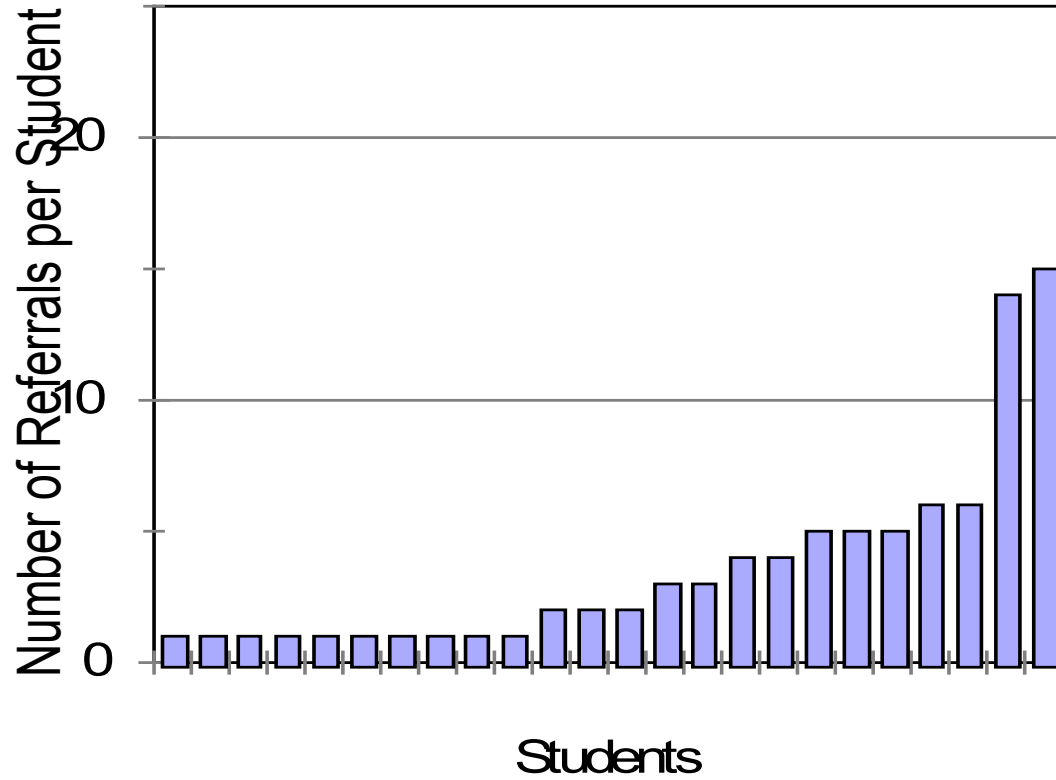
Referrals by Location



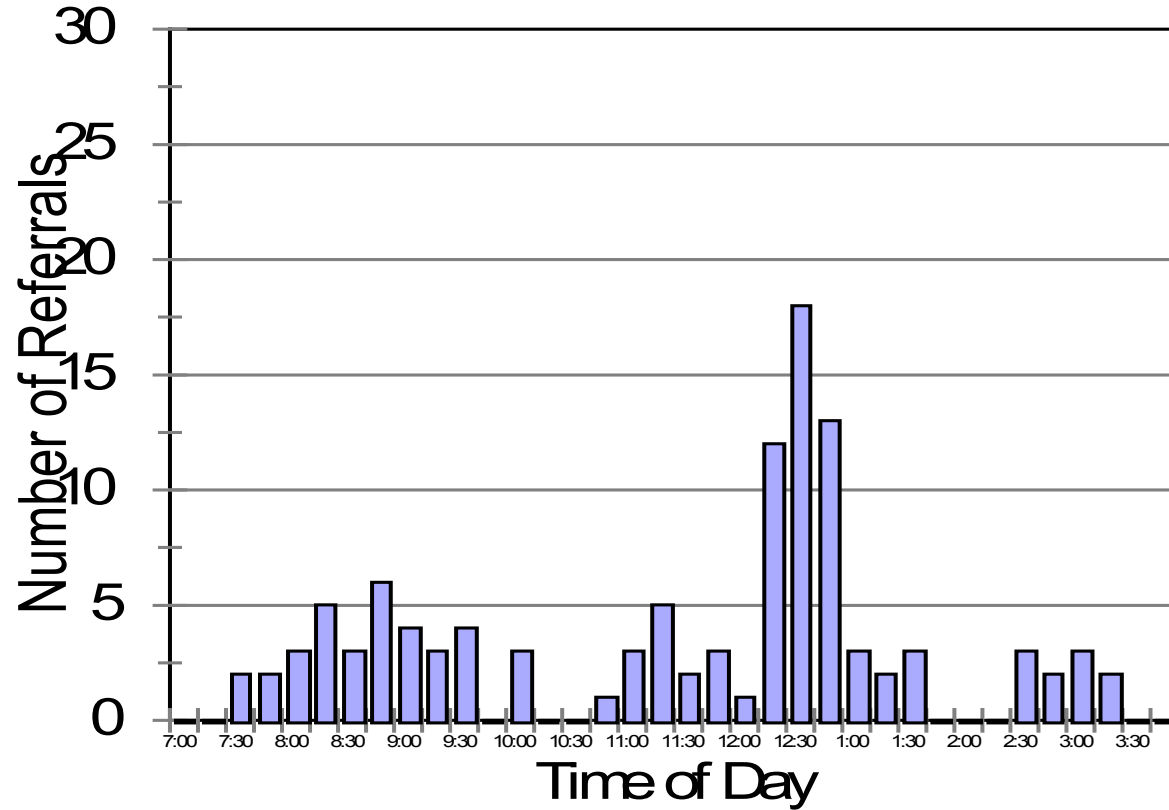
Referrals per Prob Behavior



Deferrals per Student



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 7th 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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