

School-wide Positive Behavior Support: Systems Applications of ABA in Public School Settings.

Designing Effective Class-wide Behavior Support Interventions

Marcie Handler, Ph.D., BCBA-D
mhandler@mayinstitute.org

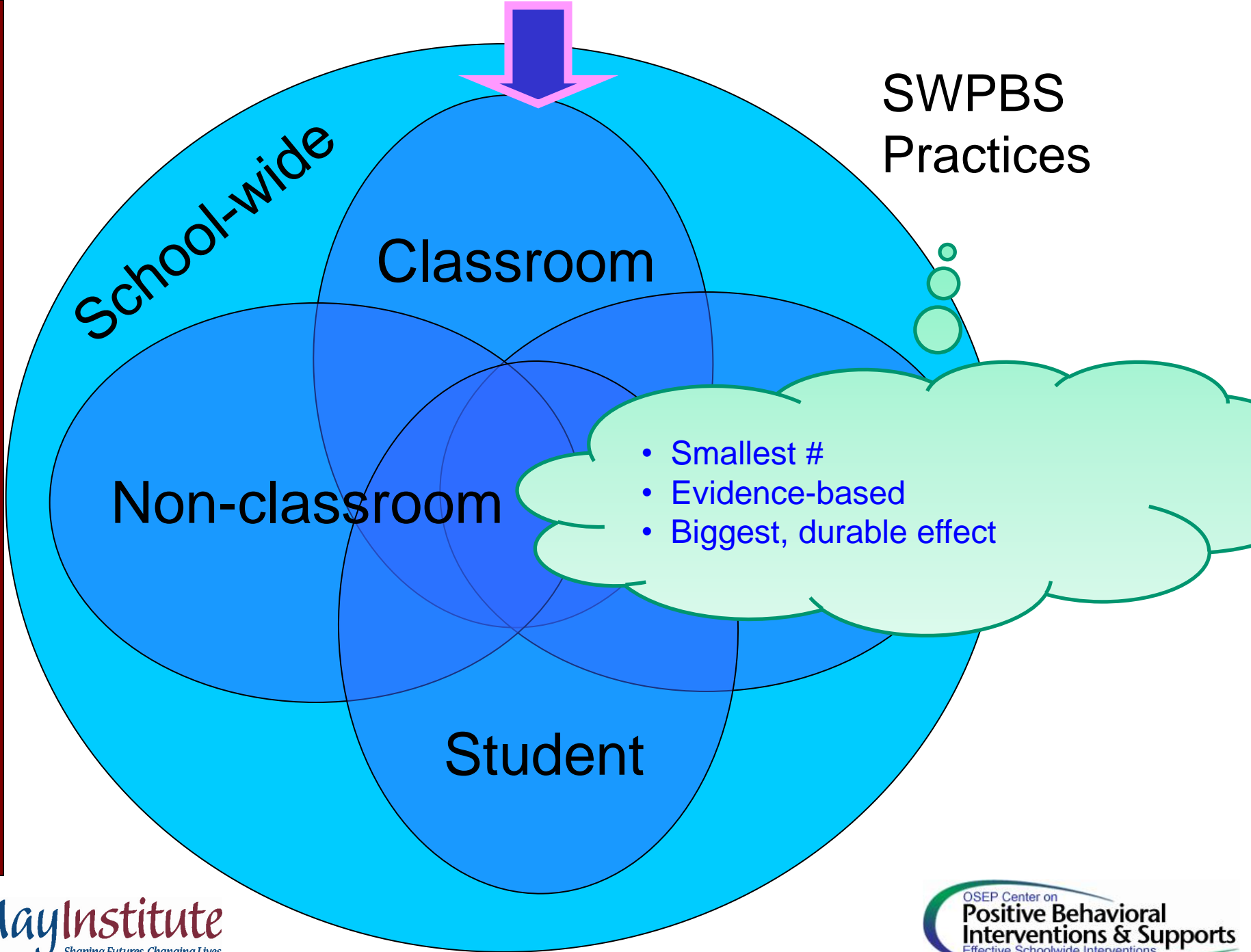
The May Institute, Inc.

OSEP Center on Positive Behavioral Interventions & Supports

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 - Deb Smyth
 - Nichole Weakley
 - Adam Feinberg
- Center for Behavioral Education and Research (CBER)
 - Brandi Simonsen,
 - Amy Briesch,
 - George Sugai
 - And their students.....

SWPBS Practices



ABA Teaches us to:

- Use data to determine what the problem is, how, when and where it exists, etc. to target interventions
- Develop strategies that assist an individual to **acquire** adaptive behaviors & **decrease** maladaptive patterns of behaviors
- Teach functional skills as **replacement** for problem behavior
- **Change** existing environment to make behavior irrelevant, ineffective, & inefficient

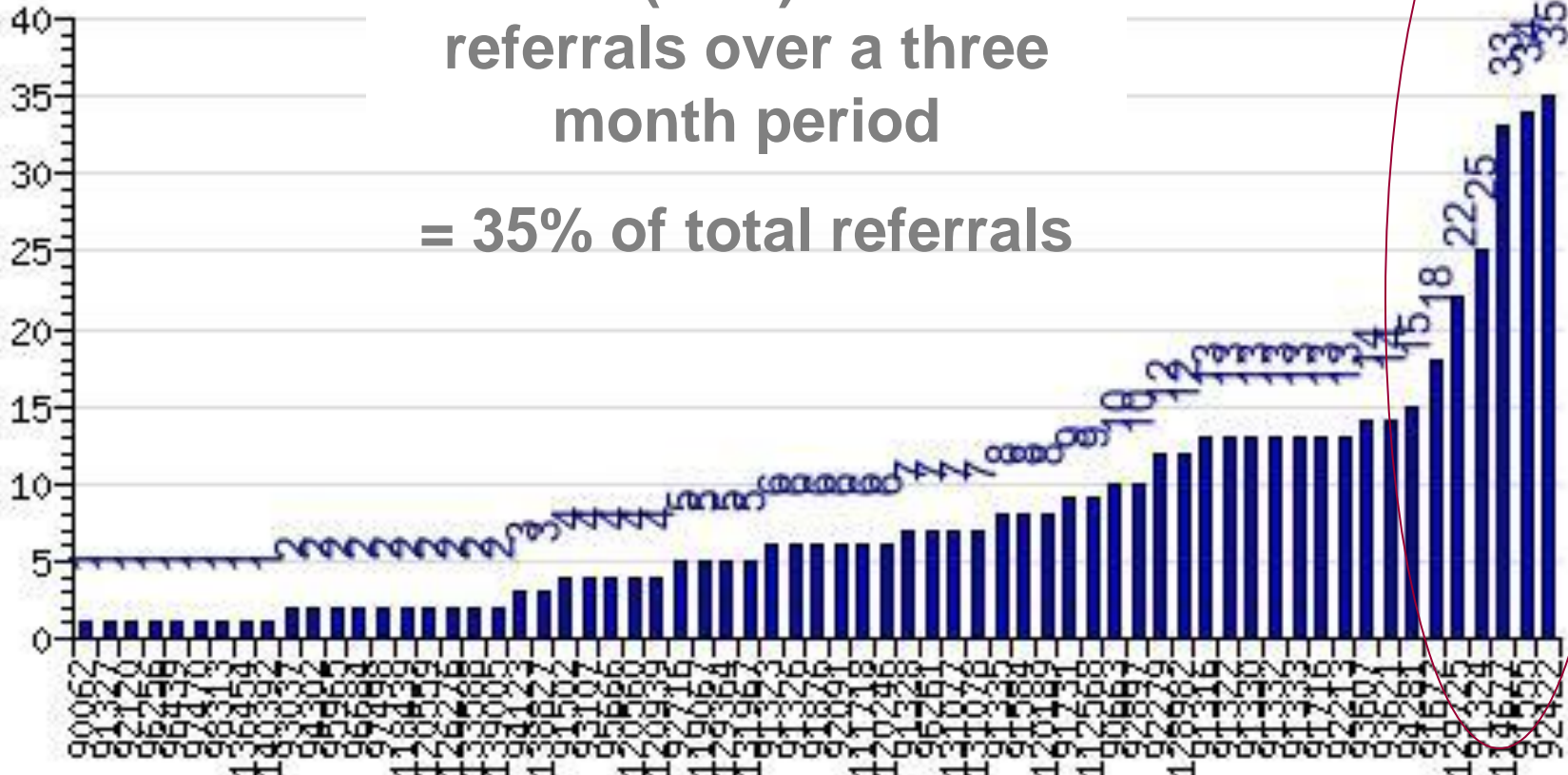
Use data to Identify the Problem

Referrals By Staff

7 Staff (11%) with 182 referrals over a three month period

= 35% of total referrals

Number of Referrals



Problem Analysis

- Data collection to support or refute hypotheses regarding level of need
 - ODR data (e.g., by time, behavior, student)
 - Classroom Self-assessment
 - Classroom Observation data

Design a Solution... then DO IT (Implement)!

- Training
 - On evidence-based classroom management strategies
 - Develop a classroom-wide behavior support plan (CW BSP) that includes evidence-based practices
 - Understand Challenging Behavior and Function
 - De-escalation strategies
 - Child Development

Evidence Based Practices in Classroom Management

- 1. Maximize structure in your classroom.**
- 2. Post, teach, monitor, and reinforce expectations.**
- 3. Actively engage students in observable ways.**
- 4. Use a continuum of strategies to acknowledge appropriate behavior.**
- 5. Use a continuum of strategies to respond to inappropriate behavior.**

1. Maximize structure in your classroom.

1. Design environment to

(a) elicit appropriate behavior and

(b) minimize crowding and distraction:

- Arrange **furniture** to allow easy traffic flow.
- Ensure adequate **supervision** of all areas.
- Designate staff & student **areas**.
- **Seating** arrangements (groups, carpet, etc.)

Make problem behaviors irrelevant

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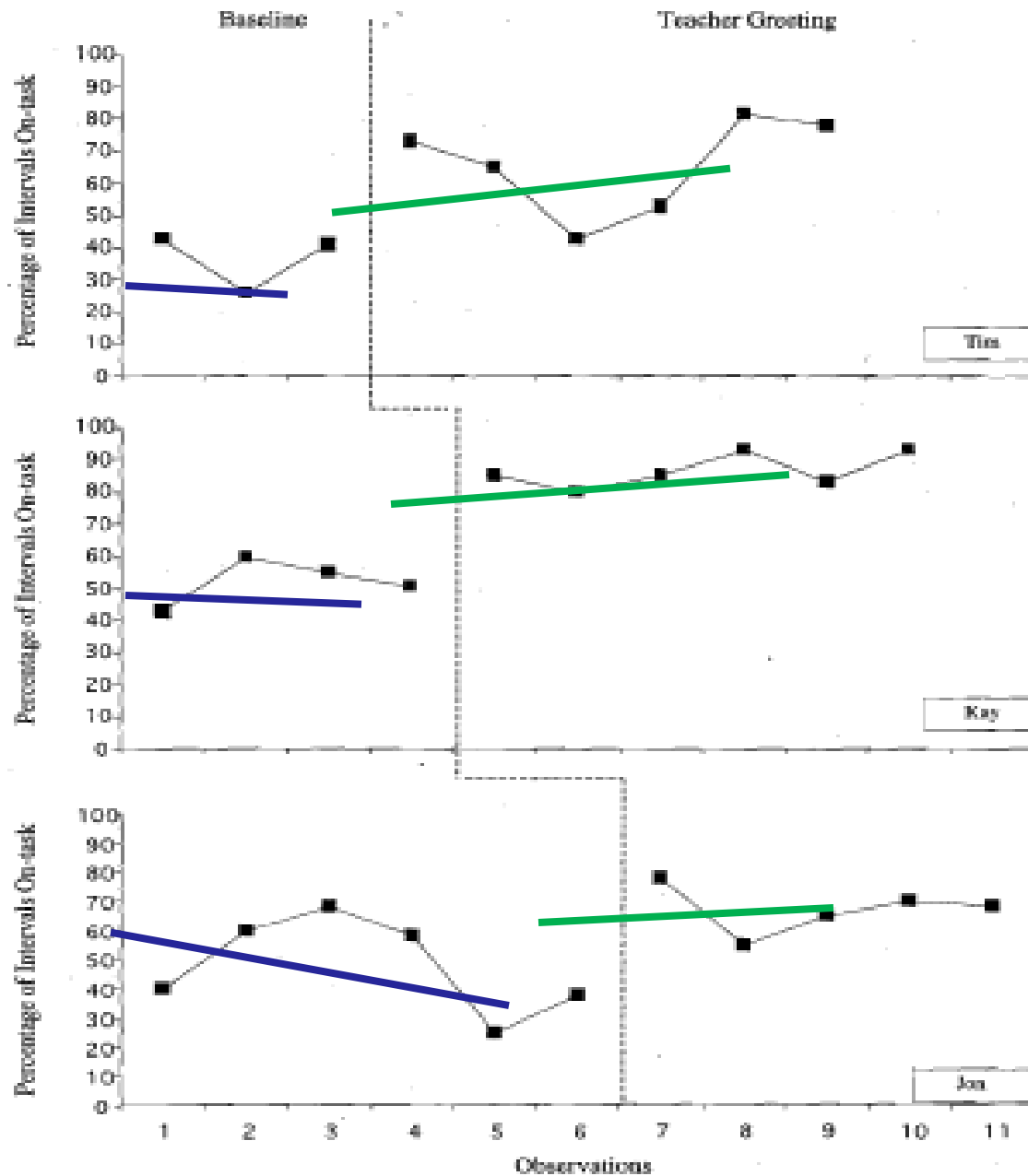
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2. Develop **Predictable Routines**

- **Teacher routines:** volunteers, communications, movement, planning, grading, etc.
- **Student routines:** personal needs, transitions, working in groups, independent work, instruction, getting, materials, homework, etc.



Allday & Pakurar (2007) in JABA

Figure 1. Percentage of intervals with on-task behaviors across participants and phases.

Typical Contexts/ Routines	Classroom-Wide Rules/Expectations		
	Respect Others	Respect Property	Respect Self
All	Use inside voice. Raise hand to answer/talk.	Recycle Put writing des	Do your best. Ask.
Morning Meeting	Eyes on speaker. Give brief answers.	Put announce des Keep feet on floor.	check by my placements.
Homework	Do own work Turn in be	Homework neatly in box. your work only.	time. night
Transition	to self.	Put/get materials first. Keep hands to self.	Have p Go directly.
"I Need Assistance"	Hand or show "Assistance Card". Wait 2 minutes & try again.	Have materials ready.	Have plan. Ask if unclear.
Teacher Directed	Eyes on speaker. Keep hands	Use	Have plan. Ask.
Independent Work	Use inside Keep hands	Return with done.	time as planned. Ask.
Problem to Solve	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act	Stop, Step Back, Think, Act

2. NATURAL CONTEXT

7. SOCIAL SKILL

3. BEHAVIOR EXAMPLES

2. Post, Teach, Review, Monitor, and Reinforce a small number of positively stated expectations.

- ***Establish and post***
- ***Teach***
- ***Prompt*** – pre-correct
- ***Monitor*** – active supervision
- ***Reinforce***

Teaching the alternative behaviors

3. **Actively engage** students in observable ways.

- Provide high rates of opportunities to respond
 - Vary individual v. group responding
 - Increase participatory instruction (enthusiasm, laughter)
 - Active Engagement Time >. Passive Engagement Time

3. **Actively engage** students in observable ways.

- Consider various observable ways to engage students
 - Written responses, response cards,
 - Writing on individual white boards
 - Choral responding
 - Gestures, physical responses
 - Direct instruction
 - Classroom-wide peer tutoring, cooperative learning
 - Computer assisted technology

4. Establish a continuum of strategies to acknowledge appropriate behavior.

Least to Most

Specific and Contingent Praise

Group Contingencies

– “fun Friday,” HW pass for class, marbles

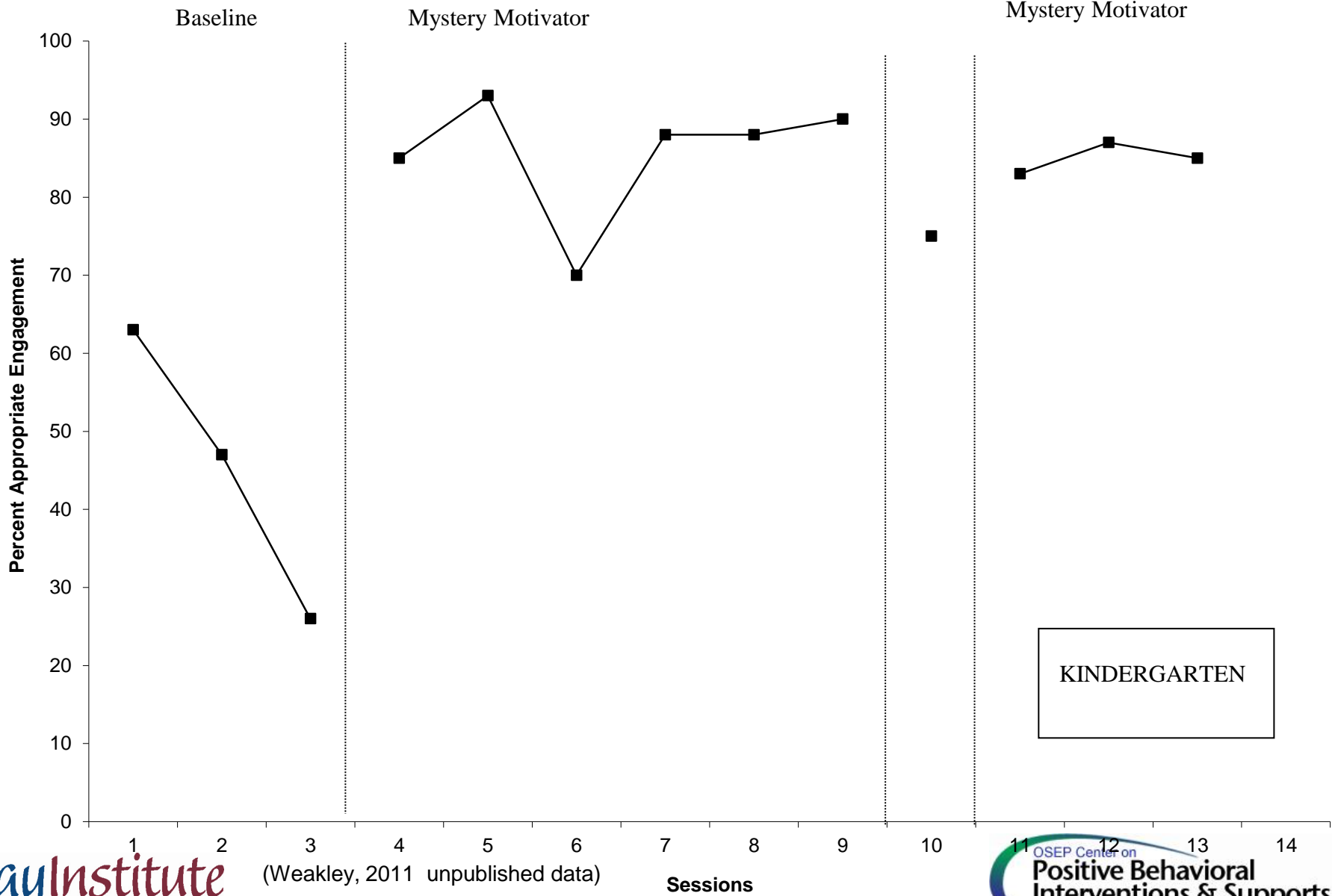
Behavior Contracts

Token Economies



Make alternative behaviors more effective

Mystery Motivator



(Weakley, 2011 unpublished data)

5. Establish a continuum of strategies to respond to inappropriate behavior.

Least to Most

Error Corrections

Performance feedback

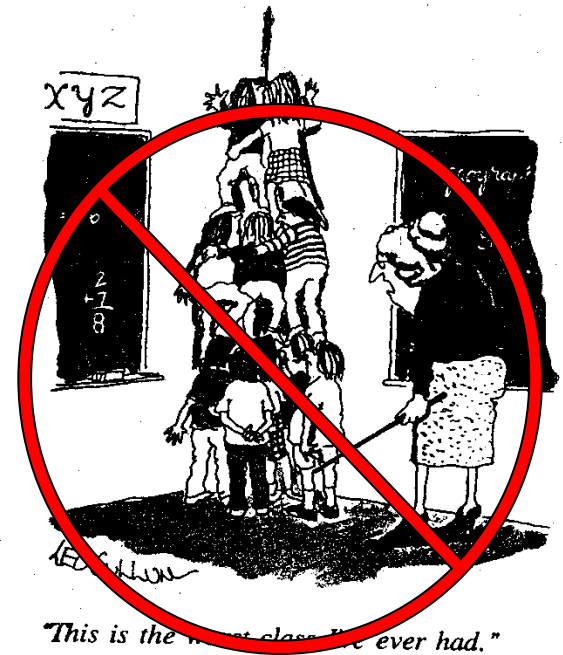
Differential Reinforcement

Planned ignoring

Response Cost

Time out from reinforcement

Make the behaviors ineffective



Monitoring & Evaluation

- Monitoring

- Are you implementing the intervention as designed?
Check your plan!

- Self assess or have a colleague check

- Positive Behavior Support Classroom Management:
Self-Assessment Revised (Simonson et al, 2006)

- Evaluation

- Is the intervention working?

- Examples: Track who is earning incentives, how often incentives are earned

- Track tokens lost or ODRs

When factors prevent implementation....



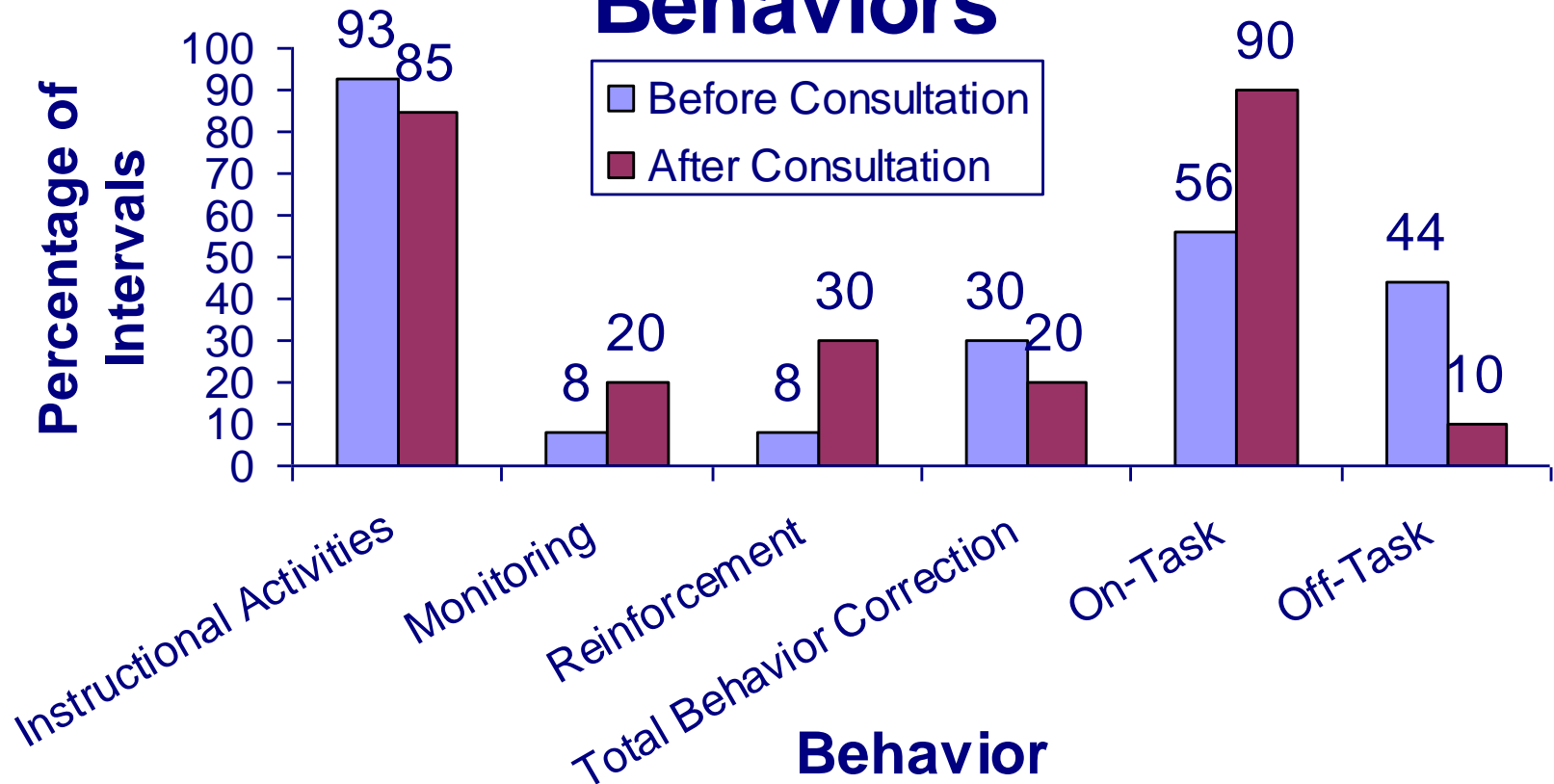
Coaching/consultation

- Participate in individual data-based consultation (technical assistance) to identify goals/target areas for improvement.... **APPLYING PRACTICES**
 - Modeling, direct feedback, data
 - Visual + graphic feedback > verbal feedback (Sanetti, Luiselli, and Handler, 2007)

Re-Evaluate Outcomes

Teacher and Student Classroom

Behaviors



Real Challenges...

- Relationship between academic performance and problem behavior across grade levels (McIntosh, 2005; Larsen, Steele & Sailor, in press; Tobin & Sugai, 1999).
- Amount of time instruction is provided (i.e., teacher behavior) is highly correlated with student achievement (Brophy, 1988, Fisher, Berliner, Filby, Marliave, Cahen & Dishaw, 1980).
- Early elementary teachers' top 5 skills that students need to be successful in school: (Lin et al., 2003)
 - Can express needs/thoughts
 - Is not disruptive
 - Follows directions
 - Takes turns/shares
 - Sensitive to others

Real Solutions...

- 1) Develop effective classwide behavior support plans that **emphasize evidence based PRACTICES.**
- 2) Develop **SYSTEMS** to support implementation strategies by improving treatment integrity with these plans through self-management and performance feedback.
- 3) Apply a **DATA-based systematic approach** to developing, implementing and evaluating class-wide PBS.

Contact Info:

- Marcie Handler, Ph.D., BCBA-D
mhandler@mayinstitute.org
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