POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
QUESTIONS FOR YOU

What are the problems you see in schools?

Where are these problems happening?

When are they happening?

Why do those problems occur?

How do you know these problems are happening?

How should school staff respond to those problems?
BASICS

Go to Walmart—What do you see?

• Negative Reinforcement
• Punishment

• Positive Reinforcement
BASICS

Develop concrete expectations
Reinforce expectations

Why is there training for this?
WHAT IS PBS/PBIS

From “Best Practices in Developing a Positive Behavior Support System at the School Level” by Brian C. McKevitt, University of Nebraska at Omaha, Angelisa D. Braaksma, Heartland Area Education Agency 11 (IA) in Grimes, J. & Thomas, A (Eds.), Best practices in school psychology V (2008) (published by NASP)

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WHERE DOES PBIS COME FROM?

1930s
B.F. Skinner*—Behaviorism

Positive Reinforcement
- “...superior to punishment in shaping behavior”
- “…results in lasting behavioral modification”

Punishment
- *NOT* simply the opposite of positive reinforcement
- “…changes behavior only temporarily and presents many detrimental side effects”

*http://en.wikipedia.org/wiki/Reinforcement
ABA


**Applied**: social importance.

**Behavioral**: measurable behavior.

**Analytic**: objective demonstration of effect.

**Technological**: described so they can be implemented by anyone with training and resources.

**Conceptual Systems**: theoretical base rather than being a set of packages or tricks.

**Effective**: strong, socially important effects.

**Generality**: operate in new environments and continue after the formal treatments have ended.
(a) In General.--The Secretary, on a competitive basis, shall award grants to, or enter into contracts or cooperative agreements with, eligible entities to carry out 1 or more of the following objectives:

(7) To provide high-quality professional development for principals, superintendents, and other administrators, including training in--
(A) instructional leadership;
(B) behavioral supports in the school and classroom;
(C) paperwork reduction;
(D) promoting improved collaboration between special education and general education teachers;
(E) assessment and accountability;
(F) ensuring effective learning environments; and
(G) fostering positive relationships with parents.
(2) improve interim alternative educational settings by—

(A) improving the training of administrators, teachers, related services personnel, behavioral specialists, and other school staff (including ongoing mentoring of new teachers) in behavioral supports and interventions;
(B) attracting and retaining a high quality, diverse staff;
(C) providing for referral to counseling services;
(D) utilizing research-based interventions, curriculum, and practices;
(E) allowing students to use instructional technology that provides individualized instruction;
(F) ensuring that the services are fully consistent with the goals of the individual student's IEP;
(G) promoting effective case management and collaboration among parents, teachers, physicians, related services personnel, behavioral specialists, principals, administrators, and other school staff;
(H) promoting interagency coordination and coordinated service delivery among schools, juvenile courts, child welfare agencies, community mental health providers, primary care providers, public recreation agencies, and community-based organizations; or
Regulations: Part 300/D/300.324
Sec. 300.324 Development, review, and revision of IEP.

(2) Consideration of special factors. The IEP Team must--

(i) In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

(3) Requirement with respect to regular education teacher. A regular education teacher of a child with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP of the child, including the determination of--

(i) Appropriate positive behavioral interventions and supports and other strategies for the child;
WHAT IS PBIS?

Developing Expectations
Teaching Behavior
Modeling Behavior
Being Proactive
Providing Predictable Responses
Developing Common, Consistent Practices and Routines
Involving All Teachers/Staff/Administrators/Personnel
PBIS: WHAT ARE THE BENEFITS?

• Better student behavior

• Prevention of problem behavior

• More instructional time

• Better school climate

• Change Student Behavior  **AND** Way Behavior Addressed
Buzzer
Number of Schools Implementing School-Wide PBIS since 2000

-Horner, 2013

19,054
Proportion of Schools Implementing SWPBIS by State
February, 2013

Adapted from pbis.org
3-TIERED MODEL

PBIS Model

Like new Arkansas Behavioral Health Model

(see next page)
Preliminary: new behavioral health services to be offered

RH client population

Existing Services
Expanded Services
1915(i) Services

Tier 1
Clinic-Based
- Individual behavioral health counseling
- Group behavioral health counseling
- Marital/family behavioral health counseling
- Multi-family behavioral health counseling
- Family psychoeducation
- Mental health diagnosis
- Interpretation of diagnosis
- Substance abuse assessment
- Psychological evaluation
- Psychiatric assessment
- Physician tobacco cessation program
- Pharmacologic management

Tier 2
Includes low needs services +...

Home/Community-Based
- Master treatment plan
- Home and community individual psychotherapy
- Community group psychotherapy
- Home and community marital/family psychotherapy
- Home and community family psychoeducation
- Partial hospitalization
- Peer support
- Family support partners
- Behavioral assistance
- Intensive outpatient substance abuse treatment
- Aftercare recovery services

Clinic/Home/Community-Based
- Psychiatric diagnostic assessment

Tier 3
Includes medium needs services +...

Home/Community-Based
- Individual life skills development
- Group life skills development
- Child and youth support services
- Individual recovery support
- Group recovery support

Residential
- Planned respite
- Residential treatment unit and center
- Crisis residential treatment
- Therapeutic communities

Health Home services available in Tiers 2 & 3
- Care management (Tier 2)
- Intensive care management (Tier 3)
- Wraparound facilitation (Tier 3)

Crisis services available to all Tiers
- Acute psychiatric hospitalization
- Mobile response and crisis stabilization
- Acute crisis units
- Substance abuse detoxification

1 Services are cumulative; any service available in Tier 1, will also be available in Tiers 2 and 3. Similarly, any service available in Tier 2 will also be available in Tier 3.
The new BH system segments clients by severity of needs as well as intensity of care management required.

**Tier 1 (low-needs)**
- PCMH care mgmt. adequate for BH care

**Tier 2 (medium-needs)**
- BHH required to manage frequent BH services

**Tier 3 (high-needs)**
- BHH intensely manages BH & support services

**Population by Tier**
- Tier 1: Total: ~90,000
  - 70% youth
  - 30% adult
- Tier 2: Total: ~10-15,000
  - 82% youth
  - 18% adult
- Tier 3: Total: ~5,000
  - 72% youth
  - 28% adult

**Core Spend by Tier**
- Tier 1: 79%OP, 21% IP
- Tier 2: 83%OP, 17% IP
- Tier 3: 44%OP, 56% IP

1IP=Inpatient; OP=Outpatient; Source: Optumis extract, 2010 and 2011; includes individuals with at least one core BH claim in primary diagnosis field; 2011 Medicaid BH claims (ICD-9 291 – 314 excluding 299 and dementia codes in 294), excludes pharmacy and crossover claims; each client must have at least one core related claim
THE PBIS MODEL
WHAT IS PBIS?

PBIS is a broad range of **systemic** and **individualized** strategies for achieving important **social and learning outcomes** while preventing problem behavior.
IN OTHER WORDS....

PBIS is a framework for improving school climate.
PBIS ORGANIZES YOUR ENVIRONMENT

Elements of PBIS:

• OUTCOMES: Academic Achievement & Social Competence
• SYSTEMS: To support staff behavior
• PRACTICES: To support student behavior
• DATA: For all decision making
KEY COMPONENTS OF PBIS

Representative, school-wide team
Clear, well-defined expectations and rules
Consistent enforcement of rules
Consistent reinforcement of appropriate behavior
Regular examination of data
Regular evaluation of progress and school
PBIS IS A 3-TIERED MODEL

1. **UNIVERSAL TIER:** Prevention: For **ALL** students, **ALL** staff, in **ALL** settings (100% of students)

2. **SECONDARY TIER:** For **SOME** students – small group interventions (5-15% of students)

3. **TERTIARY TIER:** For **FEW** students – individualized interventions (1-5% of students)
Define
• 3-5 school-wide behavioral expectations

Teach/Pre-correct
• direct instruction – behavior lesson plans
• in-the-moment reminders

Model/Practice
• adults model what they teach
• students practice what we teach

Acknowledge
• daily recognition – ‘gotchas,’ reward tickets, etc.
• whole school celebrations

Re-teach
• re-teach the expectation using different strategies
• have the students practice the skill
EXAMPLES OF BEHAVIORS THAT WARRANT TIER 2 AND TIER 3 INTERVENTIONS

**TIER II**
- Repeated incomplete/missing assignments
- Excessive disruption in class
- Inappropriate social behavior
- Excessive lying

**TIER III**
- Threatening
- Destruction of property
- Physical aggression
- *Bullying*
WHAT DO YOU DO AT YOUR SCHOOL?

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Tier 3/Tertiary Interventions 1-5%
• ___________________
• ___________________
• ___________________

Tier 2/Secondary Interventions 5-15%
• ___________________
• ___________________
• ___________________
• ___________________
• ___________________
• ___________________

Tier 1/Universal Interventions 80-90%
• ___________________
• ___________________
• ___________________
• ___________________
• ___________________
• ___________________
• ___________________

Behavioral Systems

Tier 3/Tertiary Interventions 1-5%
• ___________________
• ___________________

Tier 2/Secondary Interventions 5-15%
• ___________________
• ___________________
• ___________________
• ___________________
• ___________________
• ___________________

Tier 1/Universal Interventions 80-90%
• ___________________
• ___________________
• ___________________
• ___________________
• ___________________
EXAMPLES OF INTERVENTIONS

**TIER II**
- Check-in Check-out
- Social/Academic instructional groups
- Mentoring
- Brief FBA/BIP

**TIER III**
- Complex or Multi-domain FBA/BIP
- Wraparound
where do you start?
START WITH A VISION

In a perfect world, what kind of school environment would you like to see?

What type of behavior would you like to see from your students? From staff?

What behaviors would you like never to see again?
WORK SMARTER, NOT HARDER

• What committees, teams, etc. do you currently have at your school?
• What are the goals, objectives, outcomes of each?
• Do these committees have common goals/outcomes?
• Do any of these committees have goals/outcomes in common with PBIS?
• How can you do the most with the least amount of resources?
## COMMITTEE/GROUP SELF ASSESSMENT  
(SUGAI, 2004)

<table>
<thead>
<tr>
<th>Committee/Work Group</th>
<th>Purpose</th>
<th>Expected Outcome</th>
<th>Target Audience</th>
<th>Schedule</th>
<th>Membership</th>
<th>Relation to School Mission &amp; School Improvement Plan (1 = low, 5 = high)</th>
<th>Priority (1 = low, 5 = high)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1 2 3 4 5</td>
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</tbody>
</table>
IMPORTANCE OF TEAM-DRIVEN

• People come and go
  • long-term sustainability
• Problem-solving process – need diverse expertise and input
• Avoid 1 person effort
CREATING A DREAM TEAM

• Administrator
• Representative group of teachers/staff
• Person with behavioral expertise
• Support staff
• Family member
PBIS TEAM RESPONSIBILITIES (KEY COMPONENTS OF PBIS)

- Defining school-wide expectations
- Teaching expectations to students
- Acknowledging students for appropriate behavior
- Using consistent consequences
- Using data to make decisions
- Progress monitoring
SHARE THE RESPONSIBILITIES

**Teaching**
Making sure lesson plans are taught

**Data**
Pull data, look at data, be able to talk about data

**Communication**
With other staff, community, and families

**Acknowledgements**
Students and Adults

Administrator + Coach
PBIS TEAM ROLES

- **Facilitator** (creates agenda, leads meeting)
- **Data Manager** (brings data to team meetings)
- **Time-keeper** (keeps team on task)
- **Recorder** (takes and distributes minutes; archives material; updates profile)
- **Communicator** (shares information with staff, families, and communities)

**Switch it up!! Avoid burn-out 😊**
Example Meeting Agenda:

Attendance, roles for meeting, set next meeting date
Status of items from previous meeting
Look at data and problem solve
  • Precise problem statement (data manager)
  • Action plan
  • Assign tasks
Upcoming Events
Distribute minutes
Communicate news to school, district, families
COMMUNICATION!!!

Plan communication with staff, school board, families, other intervention teams
INVITE OTHERS TO HELP

How can other staff help?

How can parents help?

How can students help?

• Planning events
• Making tickets
• Gathering reward items
• Creating behavior lesson plans
• Fundraising
• what else??
THE FIRST STEP: BEHAVIORAL EXPECTATIONS

Start with 3-5 broadly stated expectations

You can use data to see what your major challenges are and align expectations to those.

- For example, if there are a lot of office referrals for harassment, Be Respectful may be a good choice.
WASHINGTON Champions
Champions Always Respect Everyone/Everything
Antonio Gonzalez
Middle School

Positive Attitude

Use Good Judgment

Maintain Respect

Always be Safe

Succeed
DEFINING EXPECTATIONS

Develop ‘rules’ based on school-wide expectations:

• State positively
• Use common and few words
• Show what the behavior “looks like”
walk at all times
walk in a single file line
walk on the right side (green means “go”)
standing ready with your hands to your sides

Hallway

silent
Keep hands and objects to yourself
hold belongings appropriately
<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Kind</th>
<th>Be Productive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>Eat your own food</td>
<td>Clean up</td>
</tr>
<tr>
<td></td>
<td>Be Quiet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recycle your own tray</td>
<td></td>
</tr>
</tbody>
</table>
Voice Levels

4 - Outside
3 - Strong Speaker
2 - Table Talk
1 - Whisper
0 - No Talking
<table>
<thead>
<tr>
<th>Maple Tree</th>
<th>Code of Conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arrival</td>
</tr>
<tr>
<td>Be Safe</td>
<td>• walking at all times</td>
</tr>
<tr>
<td></td>
<td>• report to assigned numbers and designated area</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>• whisper/soft voices</td>
</tr>
<tr>
<td></td>
<td>• speak with manners</td>
</tr>
<tr>
<td></td>
<td>• keep hands and feet to yourself</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>• be on time</td>
</tr>
<tr>
<td></td>
<td>• be prepared</td>
</tr>
<tr>
<td></td>
<td>• wait at your designated area</td>
</tr>
</tbody>
</table>

Milwaukee Public Schools
Little Bennett Elementary School
Clarksburg, MD

BATHROOM

RESPECT OURSELVES

🗑️ Wash hands

RESPECT OTHERS

🗑️ Remain quiet
🗑️ Flush

RESPECT PROPERTY

🗑️ Turn off water.
🗑️ Use equipment properly
🗑️ Throw away trash

SELF TO SELF

🗑️ Observe privacy of others
🗑️ Keep hands, feet, and belongings to yourself

FOLLOW DIRECTIONS

🗑️ Use bathroom and return to class quickly
How to be a **STAR!**

**Success**
* Listen and follow directions
* Raise your hand
* Always do your best

**Teamwork**
* Make room for others

**Acting Responsibly**
* Leave it better than you found it

**Respect**
* Be kind to our school and friends with your words and actions.
BEHAVIORAL MATRIX

Develop a master chart of expectations, or a Behavioral Matrix and display it throughout the school.
<table>
<thead>
<tr>
<th></th>
<th>Assembly</th>
<th>Cafeteria</th>
<th>Hallway</th>
<th>Restroom</th>
<th>Playground</th>
<th>Arrival/Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect Yourself</strong></td>
<td>Follow instructions</td>
<td>Use good table manners</td>
<td>Pay attention Eyes forward</td>
<td>Wash hands</td>
<td>Dress appropriately for weather Follow safety procedures Be a “good sport”</td>
<td>Be on time Find your place quickly Keep backpack zipped at all times</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use time wisely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respect Others</strong></td>
<td>Sit quietly</td>
<td>Eat your own food</td>
<td>Remain in traveling position Walk to right side, single file Greet those you know appropriately</td>
<td>Privacy please Remember to flush Wait your turn</td>
<td>Play fair &amp; share Invite others to play Show kindness</td>
<td>Listen closely to all adults Sit quietly</td>
</tr>
<tr>
<td></td>
<td>Keep hands &amp; feet to self</td>
<td>Chew with your mouth closed</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Listen and respond to adult directions</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Respect Environment</strong></td>
<td>Take belongings with you</td>
<td>Keep your area clean</td>
<td>Keep hands off walls If you see trash, please pick it up</td>
<td>Follow “Restroom Routine”</td>
<td>“What’s on the ground stays on the ground” Use equipment properly</td>
<td>Keep belongings with you</td>
</tr>
<tr>
<td></td>
<td>Treat school property with care</td>
<td>Put things where they belong</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Respect Learning</strong></td>
<td>Listen to speaker Be ready to participate</td>
<td>Be willing to try new things</td>
<td>Silence please</td>
<td>Use restroom at appropriate times Be quick &amp; quiet</td>
<td>Try new games Play with new friends Follow expectations</td>
<td>Be prepared when name is called Be sure schoolwork goes home/returns to school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make new friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASFMS Falcon Code (3 R's)</td>
<td>Hallway</td>
<td>Cafeteria</td>
<td>Classroom</td>
<td>Home-School Connection</td>
<td></td>
<td></td>
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<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td><strong>Respectful</strong></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><em>Politely follow staff directions</em></td>
<td><em>Wait for table to be called to purchase lunch and snacks</em></td>
<td><em>Actively listen to others</em></td>
<td><em>Politely follow family rules and routines</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Keep voices low</em></td>
<td><em>Keep hands, feet and objects to yourself</em></td>
<td><em>Use kind words and actions</em></td>
<td><em>Use kind words and actions</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Keep hands, feet and objects to yourself</em></td>
<td><em>Keep feet under the table</em></td>
<td><em>Be considerate of others' property</em></td>
<td><em>Follow Dress Code</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Be silent when requested</em></td>
<td><em>Keep voices low</em></td>
<td><em>Keep hands, feet and objects to yourself</em></td>
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</tr>
<tr>
<td><strong>Responsible</strong></td>
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</tr>
<tr>
<td><em>Face forward</em></td>
<td><em>Table 1 - Allergy Table: No peanuts/tree nuts</em></td>
<td><em>Bring all materials to class</em></td>
<td><em>Bring all necessary materials for school and home</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Walk safely</em></td>
<td><em>Sit immediately and wait for instructions</em></td>
<td><em>Ask for help</em></td>
<td><em>Ask for help</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Clean your area</em></td>
<td><em>Only water is allowed outside of the cafeteria</em></td>
<td><em>Follow directions</em></td>
<td><em>Follow directions</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Only water is allowed outside of the cafeteria</em></td>
<td></td>
<td><em>Follow the computer</em></td>
<td><em>Follow the computer</em></td>
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<tr>
<td><strong>Reliable</strong></td>
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</tr>
<tr>
<td><em>Keep to the right</em></td>
<td><em>Remain seated</em></td>
<td><em>Be on time for class</em></td>
<td><em>Attend school every day on time</em></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><em>Use a pass</em></td>
<td><em>Raise hand and line up against the designated wall to go to lavatory</em></td>
<td><em>Complete assignments to the best of your ability</em></td>
<td><em>Complete assignments to the best of your ability</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Go directly to your destination</em></td>
<td><em>You can only return to class with written permission from a teacher</em></td>
<td><em>Participate</em></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><em>Get pass prior to lunch period</em></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

-Alan Shawn Feinstein Middle School
Coventry, Rhode Island
## BEHAVIORAL MATRIX

*(SOURCE: PBIS ILLINOIS NETWORK)*

<table>
<thead>
<tr>
<th>Settings &gt; Expectations</th>
<th>e.g., Hallway</th>
<th></th>
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<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., Be Respectful</td>
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</tbody>
</table>


TEACHING BEHAVIOR
TEACH BEHAVIOR LIKE ACADEMICS

DEFINE Simply

MODEL

PRACTICE In Setting

MONITOR & ACKNOWLEDGE Continuously

ADJUST for Efficiency
EXAMPLE: MATH – TEACHING HOW TO FIND THE HYPOTENUSE OF A RIGHT TRIANGLE

“Everyone work with a different partner and try the examples on this next worksheet.”

C²=A²+B², where C is the side opposite the right angle

“Let me show you… If A=3 and B=4, then C²=25, so C=5”

“Work with a partner and find the hypotenuse of the 3 triangles on the worksheet”

“Everyone did a great job with the first 2, but the 3rd one was tricky, because it didn’t have a right angle.”

Thank you to pbis.org for the great example!!!
EXAMPLE: TEACHING SOCIAL BEHAVIORS

"You got it! Tomorrow let’s talk about cyber-teasing and ways to handle that."

"If someone won’t stop teasing your friend, you should look cool and walk away with your friend."

"Great answers. Now, what if you were stuck on the bus? Or how about in the classroom?"

"What are 2 different ways to ‘look cool’ with your friends?"

"Let’s watch this episode of ‘Jessie’. When it’s over, tell me how a friend was helped when teased."

Thank you to pbis.org for the great example!!!
BEHAVIOR LESSONS

• Align to school-wide expectation
• Adults demonstrate skill
  • Can demonstrate both inappropriate and appropriate behavior
• Students role play or practice skill
• Adults provide feedback
• Acknowledge appropriate behavior
### COOL TOOL (Behavior Lesson Plan)

**UNIVERSAL EXPECTATION:** Being Safe/Responsible/Respectful  
**NAME OF SKILL/SETTING:** Bathroom

#### PURPOSE OF THE LESSON/WHY IS IT IMPORTANT

1. To teach responsible behavior in the bathroom.  
2. To practice and maintain good manners and cleanliness in the bathroom.

#### TEACHING EXAMPLES

1. You are washing your hands and your teacher reminds you to hurry – you remember to quickly get two pumps of soap, wash hands and pull down once on the towel to dry your hands.  
2. You are waiting in line for your turn and your friend stops to talk to you – you remember the line is long, quickly take your turn without talking and return to line.

#### STUDENT ACTIVITIES/ROLE PLAYS

1. Discuss the importance of keeping the bathroom clean.  
2. Model proper hand washing and correct soap/towel/ water/sink usage.  
3. Role play soap/towel and water/sink usage.

#### FOLLOW UP/REINFORCEMENT ACTIVITIES

1. Pre-correct and give reminders of rules before going to the bathroom.  
2. Verbal praise for doing what is expected.  
3. Compliment and reward classes and individuals for proper bathroom behavior.
## Behavior Lesson Plan Template

**UNIVESAL EXPECTATION:**

**NAME OF SKILL/SETTING:**

<table>
<thead>
<tr>
<th>PURPOSE OF THE LESSON/WHY IS IT IMPORTANT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHING EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT ACTIVITES/ROLE PLAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOLLOW UP/ REINFORCEMENT ACTIVITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>
PLANNING

- How will expectations be taught?
- When will expectations be taught (day, time)?
- Who will teach expectations?
- Who will look at data and determine what needs to be taught or re-taught?
- Who will write behavioral lesson plans?
BE CREATIVE!

- school assemblies
- ‘rotation stations’
- videos – have adults model student behavior in settings
- teacher/staff skits
- have students model behaviors or teach skills to younger students
- activities, writing prompts
- ‘quizzes’
ELEMENTARY SCHOOL EXAMPLE

White County Central Elementary

• Monday morning meetings
  • Kick off the targeted behavior for the week

• Celebrate at end of week
  • Teachers or students share about students who have excelled in targeted behavior during the week
  • Celebrate birthdays and other accomplishments
  • Dancing!!!
EXAMPLE OF YEARLY PLAN

• First week or school: *Kick-off with all students* in all areas of school (‘rotation stations’)
• Daily: *Reinforce the expectations* through announcement time or at assembly
• Weekly: Behavior lesson plan *targeting specific behavior*, expectation, or area of school
• Based on Data: Target a *behavior* that is showing up most often *in the data*, or is a long-term problem
• Booster kick-off: After a long break, students may need a *booster training* to remind them of the expectations
ACKNOWLEDGEMENTS

REINFORCE THE POSITIVE!!
REINFORCE THE GOOD!

Why acknowledge desired behavior?

What happens over the long term with reinforced behavior?

Change from continuous (all the time) to partial or intermittent (some of the time) reinforcement.
WHY ACKNOWLEDGE STUDENTS FOR APPROPRIATE BEHAVIOR?

• Reinforce/encourage behavior

• Students who are showing expected behaviors encourage others

• Strengthen positive behaviors that compete with problem behavior

• Prompt for adults to recognize expected behavior
SOME GUIDELINES FOR USE OF ACKNOWLEDGEMENTS

- For every student in the building
- Tied to school-wide expectations
- Always tell the student WHY he/she is getting the acknowledgement – restate the expectation
- No take backs!!!
- Move from highly frequent to less frequent
- Individualize for students needing greater support systems
HOW TO GIVE AN ACKNOWLEDGEMENT

Step 1: Acknowledge specific behavior
Step 2: Tie back to school-wide expectations

Example: “Nice job sitting in your seat when the bell rang! Way to be ready.”
Buzzer
## LANCASTER PBIS SCHOOL-WIDE ACKNOWLEDGEMENT MATRIX

### STUDENTS

<table>
<thead>
<tr>
<th>Type</th>
<th>What</th>
<th>When</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Immediate/High Frequency</strong></td>
<td><strong>Lancaster Gold Card</strong> will be given out to <strong>individual students</strong>. Once a student receives 10 gold cards they can cash them in for incentive items</td>
<td>High frequency for a short time when first teaching desired behavior or re-teaching identified problem behavior from data, and to reinforce desired behaviors</td>
<td><strong>Secretary</strong>: Order Gold &amp; Blue Cards, and Lancaster Shields (Red, Yellow, Green, Blue)</td>
</tr>
<tr>
<td></td>
<td><strong>Lancaster Blue Cards</strong> will be given out to <strong>classrooms</strong> for exhibiting Safe, Responsible, and Respectful behaviors. Once the classroom receives 10 blue cards, the class will receive a Lancaster Shield to display outside classrooms and classroom will be recognized in the announcements</td>
<td></td>
<td><strong>PBIS Implementation Team</strong>: Select and order incentive items</td>
</tr>
<tr>
<td><strong>Redemption of High Frequency</strong></td>
<td><strong>Students</strong> will be able to trade their Lancaster Gold Cards for incentive items at school store</td>
<td>Weekly</td>
<td><strong>All Staff</strong>: Distribute Gold and Blue Cards</td>
</tr>
</tbody>
</table>
EXAMPLES OF ACKNOWLEDGEMENTS

What is a Gotcha Ticket”?

This certifies that ________________________ was caught in the right place, at the right time and doing the right thing.

Check One

____ S howing respect to self, others, and property
____ W orking hard to achieve excellence and always being prepared
____ I nitiating positive communication to maintain positive behavior
____ M aking good choices to demonstrate dolphin pride

Observer:_________________________ Date:__________
Time:_______ Grade:______
Tiger Ticket
I was caught being:
☐ Safe
☐ Respectful
☐ Responsible

Name__________________
Room Code ________

Ask me how I earned a thumbs-up slip on the bus today!

I was safe ___ I was responsible ___ I was respectful ___ on the bus!

Name: ____________________________ Grade: ____________________________
Signed: ____________________________ Date: ____________________________

Thumbs-Up Bus Slip

Good Character
What you do when no one is looking.

I showed Eagle Pride by being:

___ Respectful

Name__________________

___ Responsible

Homeroom__________________

___ Determined

Staff__________________

Anywhere Elementary School
I was caught Being . . . .

- Safe
- Kind
- Responsible

Rosa Parks Elementary

**Way to Be!!!**

- Be Safe
- Be Respectful
- Be Responsible

Name_________________________ Room_______

Initials__________

West Friendship Elementary

**Tiger Ticket**

Student: ______________________

Teacher: ________________ Grade: ___

- Paw Respectful
- Paw Responsible
- Paw Remember Self-Control

**GOT CAUGHT!**

Was caught following the **OAKVILLE WAY** of:

- Respect
- Restraint
- Responsibility

By ___________________________ Date ____________
WHERE DO YOU GET REWARDS?

What would work?
What are the costs?
How do you pay for them?
Where do you get ideas?
REWARD IDEAS – WHITE COUNTY CENTRAL ELEMENTARY SCHOOL

5th and 6th Grade
No office referral rewards:

December - “mixer” after Winterfest
May - sleepover at school

Student Ideas:
Eat lunch with friends at picnic table
Help out in another classroom
Pajama day
Technology day (bring i-pods)
Homework pass
Sleep-in late pass
Movie with hot chocolate
Popcorn and drinks
Kickball tournament
Dodgeball tournament
Special lunch
Super hero day
Pokemon tournament
REWARD IDEAS

• **Classroom challenges** (e.g., principal can give a class a ticket for all students being quiet in the hallway, with a prize when the class receives 10)

• **School-wide challenges for entire school** (e.g., if students have 25% less office referrals this month than last month, teachers/staff will put on a show or a basketball game, etc., with popcorn and a drink)

• Look at the following examples for some low and no-cost ideas for students
<table>
<thead>
<tr>
<th>What's it going to be?</th>
<th>Go to Recess Early</th>
<th>Eat Lunch in the Classroom</th>
<th>Eat Snack in the Classroom</th>
<th>15 Minutes of Free Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Homework Today</td>
<td>Teacher Does all the Homework</td>
<td>Cup of Hot Chocolate</td>
<td>Music in the Classroom</td>
</tr>
<tr>
<td></td>
<td>Stuffed Animal Day Tomorrow</td>
<td>Pajama Day Tomorrow</td>
<td>Hat Day Tomorrow</td>
<td>Craft Stamps During WOW Tomorrow</td>
</tr>
<tr>
<td></td>
<td>Free 1-Pointer Sticker for Everyone</td>
<td>Walk in the Woods</td>
<td>Gum in the Classroom</td>
<td>Craft Punches During WOW Tomorrow</td>
</tr>
<tr>
<td></td>
<td>SMARTboard Game</td>
<td>Sour Gummy Worm for Everyone</td>
<td>Hershey Kiss for Everyone</td>
<td>Paint During WOW Tomorrow</td>
</tr>
<tr>
<td></td>
<td>15 Minutes of Computer Time</td>
<td>Do the Conga!</td>
<td>Do the Freeze!</td>
<td>Do the Hand Jive!</td>
</tr>
<tr>
<td></td>
<td>Extra Session of Daily 5</td>
<td>New Pencil for Everyone!</td>
<td>New Pen for Everyone!</td>
<td>Show and Tell</td>
</tr>
<tr>
<td></td>
<td>Popcorn!</td>
<td>Pick a Read Aloud Book</td>
<td>Wrist Smelly for Everyone</td>
<td>Bubbles!</td>
</tr>
</tbody>
</table>
SCHOOL-WIDE CELEBRATIONS

• **ALL** students get what the collective group earns
  - Example
    - If more than 80% of students have perfect attendance, whole school gets special assembly.

• **Some** kids get extra for exceptional performance
  - For example, students with 100% can get some additional acknowledgement beyond what whole group gets.
CELEBRATION PICTURES

Hat Day
WHAT NEXT?

✓ Establish Expectations
✓ Teach Expectations
✓ Acknowledge Expectations
✓ Celebrate

What do you do when a student doesn’t behave appropriately?
HANDLING PROBLEM BEHAVIORS CONSEQUENCES
HANDLING PROBLEM BEHAVIORS

- Referrals don’t completely go away with PBIS
- Some problem behaviors are worse than others
CONSEQUENCES

Who should deal with what behaviors?

➢ Classroom Managed vs. Office Managed

Have a plan!
# T-CHART EXAMPLE

<table>
<thead>
<tr>
<th>Staff Managed Behaviors (Minors)</th>
<th>Office Managed Behaviors (Majors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minors</td>
<td>Majors</td>
</tr>
<tr>
<td>• Inappropriate Language</td>
<td>• Abusive/Inappropriate Language</td>
</tr>
<tr>
<td>• Physical Contact</td>
<td>• Fighting</td>
</tr>
<tr>
<td>• Defiance/Insubordination/Non-Compliance</td>
<td>• Physical Aggression</td>
</tr>
<tr>
<td>• Disrespect</td>
<td>• Defiance/Insubordination</td>
</tr>
<tr>
<td>• Disruption</td>
<td>• Harassment/Intimidation</td>
</tr>
<tr>
<td>• Dress Code</td>
<td>• Inappropriate Display of Affection</td>
</tr>
<tr>
<td>• Technology Violation</td>
<td>• Vandalism/Property Destruction</td>
</tr>
<tr>
<td>• Property Misuse</td>
<td>• Lying/Cheating</td>
</tr>
<tr>
<td>• Tardy</td>
<td>• Skipping</td>
</tr>
<tr>
<td></td>
<td>• Technology Violation</td>
</tr>
<tr>
<td><em>Consequences are determined by staff</em></td>
<td><em>Theft</em></td>
</tr>
<tr>
<td></td>
<td><em>Arson</em></td>
</tr>
<tr>
<td></td>
<td><em>Weapons</em></td>
</tr>
<tr>
<td></td>
<td><em>Tobacco</em></td>
</tr>
<tr>
<td></td>
<td><em>Alcohol/Drugs</em></td>
</tr>
<tr>
<td>TEACHER MANAGED BEHAVIORS</td>
<td>OFFICE MANAGED BEHAVIORS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Minor</td>
<td>Major</td>
</tr>
</tbody>
</table>
Example of student behavioral management procedure
DATA-DRIVEN DECISION MAKING
KEEP CALM AND LOVE DATA
WHAT ARE DATA?

What are data?
- Pieces of information

Intimidating?
- No reason 😊
- Sometimes numbers, sometimes not
Get all the information you can, we'll think of a use for it later.
SOME SCHOOL DATA SOURCES

• Office Discipline Referrals (ODRs)
  ➢ Current
  ➢ Over Time
• Attendance
• School profile – population statistics
• In-School and Out-of-School Suspensions
• PBIS Assessments (SAS, TIC, BoQ, SET, etc.)
• Staff Surveys, Teacher Reports

What else??
DISCUSSION

What data do you collect and use on a regular basis?
DIFFERENT DATA SERVE DIFFERENT PURPOSES

- Identify problems before they become difficult
- Pinpoint a problem to create a functional solution
- Test possible solutions
- Progress monitor – is it working?
- What else?
Tier 1/Universal

School-Wide Assessment
School-Wide Prevention Systems

ODRs, Attendance, Tardies, Grades, DIBELS, etc.

Daily Progress Report (DPR)
(behavior and academic goals)

Competing Behavior Pathway, Functional Assessment Interview, Scatter Plots, etc.

SWIS and ISIS-SWIS Tools

Tier 2/Secondary

Assessment

Check-in/Check-out (CICO)

Social/Academic Instructional Groups (SAIG)

Group Intervention with Individualized Feature (e.g., Check and Connect - CnC and Mentoring)

Brief Functional Behavior Assessment/Behavior Intervention Planning (FBA/BIP)

Complex or Multiple-domain FBA/BIP

Tier 3/Tertiary

Intervention

Wraparound

- Illinois PBIS Network, Revised October 2009
Adapted from T. Scott, 2004
HOW PBIS TEAMS USE DATA

Review data showing progress from previous meeting

Look at current data and problem solve

Communicate data to school, district, families
SWIS (SCHOOL WIDE INFORMATION SYSTEM)

SWIS is a decision making tool

- Reliable, confidential, web-based
- Collect, summarize, and use student behavior data for decision making.

www.pbisapps.org > Applications > SWIS Suite > Try the SWIS demo
PINPOINT THE PROBLEM

• Drill down in your data

• Target a precise problem:
  • What is the problem behavior?
  • Who is involved?
  • Where is it happening?
  • When is it happening?
  • Why is it happening?
Referrals by Problem Behavior
Drill Down

Referrals

Problem Behavior

- M-Inapp Lan
- M-Defiance
- M-Disruption
- Inapp Lan
- Lying
- M-Contact
- Harass
- Defiance
- Tardy
- Disruption
- pAgg
Referrals by Time of Day
Drill Down

![Bar Chart showing referrals at different times of the day]

- Referrals
- Time of Day

- 7:00 AM
- 8:00 AM
- 9:00 AM
- 10:00 AM
- 11:00 AM
- 12:00 PM
- 1:00 PM
- 2:00 PM
- 3:00 PM
- 4:00 PM
- 5:00 PM

Number of referrals ranges from 0 to 4, with peak referrals at 11:00 AM and 2:00 PM.
Referrals by Perceived Motivation
Drill Down

Motivation

Avoid wrk, Ob itm, Ob p attn, Ob a attn, Avoid task

Referrals
A lot of Physical Aggression is happening in the classroom, mostly among 3rd, 4th, 7th, and 8th graders (and especially males), throughout the school day, with the highest frequency of occurrence on Mondays. The most likely reason for this behavior is to avoid a task.
Problem Solving Method

Defining the Problem:
"Is there a problem?"
"What is it?"
"How significant?"

Analyzing the Problem:
"Why is it happening?"

Determining What to Do:
"What shall we do about it?"

Implementing the Plan with Fidelity:
"Are you doing what you said you would do? How do you know?"

Evaluating Progress:
"Did the plan work?"
"What needs to happen next?"
DETERMINE WHAT TO DO

Planning requires a **team effort**!!
Some possible steps in planning:
• Gather more information
• Make environmental or scheduling changes
• Design an intervention
  • Behavior lesson plans, e.g.
  • Incentive plan
  • Collect data and see how it’s working

*Who will do what, by when?*
*Think beyond the PBIS Team!!*
DEVELOPING A PLAN

• **Prevention** – keep it from happening again
• **Extinction** – make the expected behavior more attractive than the problem behavior
• **Recognition** – acknowledge those that follow the expected behavior
• **Consequences** – *consistent* handling of any persistent problem behaviors
• **Data Collection** – is it working?
OTHER TYPES OF DECISION MAKING IN PBIS

How do you know if your PBIS implementation plan is working?

Are you doing a good job with all of the elements of PBIS?
MEASURING FIDELITY OF IMPLEMENTATION

• See how things are working
• Figure out how to improve
  • See what is missing
  • See what isn’t being done correctly
HOW WELL ARE YOU IMPLEMENTING PBIS?

• Adult Outcomes
  • How is team functioning?
  • Consistency
    • Teaching behavior
    • Rewarding behavior
    • Consequences

• Student outcomes
  • Are about 80% of students doing very well with behavior?
  • Are grades, attendance improving?
SUSTAINABILITY
USE DATA REGULARLY

• Keep staff informed – increase buy-in
• Show that PBIS is working!
• Share successes with staff, district, parents, community
STUDENT VOICE AND INVOLVEMENT

Give students a voice (surveys, focus groups, etc.):
• Help decide how expectations will be taught
• Give input on incentive and celebration ideas
• Give input on booster training activities throughout the year

Give students a job:
• Teach expectations to younger students
• Mentor younger students
• Help with tasks such as copying and/or cutting out reward tickets
Bristol is currently in our 3rd year implementing PBIS. This fall, a 3rd grade student was very interested in PBIS and how we chose the school rules. She and her father researched student programs, such as student council and Kids Congress. I invited the student to attend a PBIS team meeting and share her research with the team. Here is what we decided:

Each 2nd, 3rd, 4th and 5th grade class will have a representative for PBIS. One student from each grade will be chosen to attend the PBIS team meeting. The student will report back to the other representatives, who will then share all the information with the class. Students were given the opportunity to apply for PBIS representative. They had to answer 2 questions.

Why would you like to participate on the PBIS committee?
Why would you be a good representative for your grade?

Teachers chose their classroom representative from the applications. An example is included in this report. A copy of the letter sent home to parents is included as well. We look forward to student representation on the committee.

The PBIS Compendium: http://pbiscompendium.ssd.k12.mo.us/schoolwide-system-tools
STAFF VOICE AND INVOLVEMENT

• Ask for input on consequences for office referrals
• Survey staff about what tools they need (classroom management strategies, communication strategies, strategies for individual students, etc.)
• Have a method or procedure for giving feedback/suggestions/requests at any time
• Ask for input on staff incentives
• Ask them to participate in developing lesson plans/cool tools
SHARING DATA WITH STAKEHOLDERS

Examples

• Share a success story in a newsletter to parents
• Present data to school board
• Ask local media to cover a success story
• Post data in key locations in school
• Share data with students and present a challenge
• Share data regularly with staff to show successes
THE ROLE OF THE SCHOOL-BASED MENTAL HEALTH PROVIDER

MENTAL HEALTH IN SCHOOLS
WHAT DO SBMH PROVIDERS BRING TO SCHOOLS?

• Expertise
• Understanding of MH issues, treatments, services, etc.
• Strategies
• Access to services
• Better coordination of services
• *What else??*
AREN’T SCHOOL AND SBMH GOALS THE SAME?

• Academic, social, and emotional success of youth in school, home, community
• Safe, effective, and supportive learning environments
• Systemic, prevention based approaches

= PBIS!!!
WHAT ROLES CAN SBMH PROVIDERS PLAY IN PBIS?

- Consultation
- Coordination
- Facilitation
EXAMPLES OF ROLES AT THE UNIVERSAL LEVEL

- Serve as members of leadership teams
- Reinforce school-wide expectations with students
- Provide training and awareness of mental health prevention practices
- Help schools find resources for prevention in the community
- Examine data to help with decision making

Source: Vermont Dept. of Education and University of Vermont Center on Disability and Community Inclusion
EXAMPLES OF ROLES AT TIER II AND TIER III

• Develop classroom supports/interventions for students
• Individualize Check-in Check-out, when needed (few students)
• Create small groups for targeting skills
• Help facilitate Wraparound plans
• Help problem solving team identify non-educational needs of students
• Work with school to help increase family engagement

Source: Vermont Dept. of Education and University of Vermont Center on Disability and Community Inclusion
DISCUSSION

• Is the role of school-based mental health personnel clearly defined at your school?

• How can school-based mental health personnel be involved in PBIS?

• How do you know if your school and your mental health efforts are being effective?
RESPONSIBILITIES OF MH PERSONNEL

What jobs do you currently do at your school?
SOME POSSIBLE JOB RESPONSIBILITIES:

- Attend Tier II and Tier III meetings
- Attend Problem-Solving Team Meetings
- Training on FBA and developing BIPs
- Training on social and emotional strategies in the classroom
- Individual and Group Counseling
- Crisis Intervention Work
- Social Developmental Evaluations/Assessments
CHALLENGES

- Be willing to re-examine approaches to change & problem resolution
- Take risks in terms of attempting new interventions & strategies
- Examine beliefs about special education & services to students with special needs
- Engage in regular & ongoing professional development opportunities
- Be more physically available to the classroom
- Determine more efficient ways to provide services to more students
- Become more expert in data collection

-Modified excerpt from School Social Work Association of America/NASW Position Paper from 2006
SYSTEMIC CHALLENGES

Funding
Communication
Lack of investment
Use of data
Change in cultural mindset
Inequitable outcomes (disparities)
Leadership support
Cooperation and competition
Who does it buy what?
Who is missing?
DISCUSSION

• What are your thoughts about the changing roles that PBIS brings to school-based mental health?

• Are there any steps that your school is already taking to start bridging this change?
QUESTIONS?
WEBSITES

- http://cce.astate.edu/pbis/
- Implementing RtI Using Title I, Title III, and CEIS funds
- www.pbis.org
- The PBIS Compendium (resources, examples)
  - http://pbiscompendium.ssd.k12.mo.us
- Video: Creating the Culture
- www.pbisapps.org
- www.pbisillinois.org
- http://www.wisconsinpbisnetwork.org/
RESOURCES FOR PBIS, FBA, AND BIP POSTED ON NASP WEBSITE

**Communiqué Articles:**

- March 2002, Volume 30, #6, Communiqué, Special Issue: Systemic Behavioral Interventions.
  Co-editors: Diana Browning Wright and Andrea Canter
  

- Positive Behavioral Supports and School Psychology: What a Great IDEA!
  By Mark W. Steege
  

- Positive Behavioral Supports (PBS): Tips for Parents and Educators
  By Candace Cartwright Dee and John Boyle
  

- The Role of School Psychologists in Establishing Positive Behavior Support: Collaborating in Systems Change at the School-Wide Level
  By Robert H. Horner, Deanne A. Crone & Bruce Stiller
  
School Psychology Review Articles:
See special subject issue Vol. 30, #2, 2001

- Functional Behavioral Assessment: Principles, Procedures, and Future Directions
  By Frank M. Gresham, T. Steuart Watson, and Christopher H. Skinner
  By Randy G. Floyd, Robin L. Phaneuf, and Susan M. Wilczynski
- Refining Functional Behavioral Assessment: Analyzing the Separate and Combined Effects of Hypothesized Controlling Variables During Ongoing Classroom Routines.
  By Kathryn E. Hoff, Ruth A. Ervin, and Patrick C. Friman
  By Scott A. Stage, Hal G. Jackson, Kara Moscovitz, Marcia Jensen Erickson, Stacy Ogier Thurman, Wyeth Jessee, and Erin M. Olson
NASP Books and Book Chapters:
• Best Practices in School Psychology V: Best Practices in Evaluating the Effectiveness of Interventions Using Case Study Data. (pp. 2177-2191). Edited by Alex Thomas and Jeff Grimes
• Best Practices in School Psychology V: Best Practices in Functional Behavioral Assessment. (pp. 337-347). Edited by Alex Thomas and Jeff Grimes
• Best Practices in School Psychology V: Best practices in School-Based Problem-Solving Consultation: Applications in Prevention and Intervention Systems. (pp. 1673-1688). Edited by Alex Thomas and Jeff Grimes
• Children’s Needs III: Development, Prevention, and Intervention
• Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches,
Edited by Mark R. Shinn, Hill M. Walker, and Gary Stoner
NASP FACT Sheets and Handouts:

• The ABC’s of Children’s Mental Health
  http://www.nasponline.org/resources/handouts/abcs_handout.pdf

• Defusing Violent Behavior in Young Children: An Ounce of Prevention
  http://www.nasponline.org/resources/handouts/violent_handout.pdf

• Functional Behavioral Assessments: How to conduct a legally defensible procedure.

Presented by Jim Cowie, at the NASP 2008 Convention


• Positive Behavioral Supports: Information for Educators

• Social Skills: Promoting Positive Behavior, Academic Success and School Safety
  http://www.nasponline.org/resources/factsheets/socialskills_fs.aspx
Web Resources:


• Arkansas State Improvement Grant  
www.arstateimprovementgrant.com
IDEA information page on the NASP website:  
http://www.nasponline.org/advocacy/IDEAinformation.aspx

**National Dissemination Center for Children with Disabilities (NICHCY):** “Behavior Suite” includes extensive web links, resources and information on behavior assessment, plans, and positive supports; behavior at home; behavior at school; and bullying.

Behavior Expertise:  http://www.nichcy.org/Pages/behaviorexpertise.aspx  
Behavior Assessment, Plans, and Positive Supports:  http://www.nichcy.org/Pages/behavassess.aspx  
Behavior at Home:  http://www.nichcy.org/Pages/behaviorhome.aspx  
Behavior at School:  http://www.nichcy.org/Pages/behaviorschool.aspx  
Bullying:  http://www.nichcy.org/Pages/bullying.aspx

**OSEP Center on Positive Behavioral Interventions and Supports (PBIS):** information and technical assistance for dissemination of school-wide positive behavioral interventions and supports. All information is available in English or Spanish.  
http://www.pbis.org/
Positive Environment Network of Trainers (PENT) organized and coordinated by NASP IDEA
Cadre Trainer, Diana Browning Wright [www.pent.ca.gov](http://www.pent.ca.gov)

**Project Achieve**: an evidence-based school improvement program, [www.projectachieve.info](http://www.projectachieve.info)

**Safe and Responsive Schools Project**: is a model demonstration and technical assistance project, funded by the U.S. Department of Education. [www.indiana.edu/~safeschl](http://www.indiana.edu/~safeschl)

**Center for Effective Collaboration and Practice** (CECP) includes a collection of web links related to children at risk of developing emotional and behavioral problems in such areas as education, families, mental health, juvenile justice, child welfare, early intervention, school safety, and legislation. [http://cecp.air.org/](http://cecp.air.org/)
OUR APPRECIATION TO THE FOLLOWING FOR SHARING RESOURCES ON THE INTERNET:

www.pbisapps.org
www.pbis.org
Illinois PBIS Network
Wisconsin PBIS Network
Vermont Dept. of Ed.
University of Vermont
Missouri Schoolwide Positive Behavior Support
NASP