Tier I (School-wide) Behavioral Interventions

Joseph D. Otter LMSW
Behavior Specialist
Capital Region/North Country RSE-TASC
(518) 464-3974
jotter@gw.neric.org
Today’s Objectives

• Explore critical features of Tier I (School-wide) Interventions

• Provide examples of implementation in NYS schools

• Outline a process for implementation of a Tier I intervention for two common issues
  – Tardy to Class
  – Supervision of Common/Less Structured Areas
Acknowledgements

OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports at the University of Oregon

Illinois PBIS Network

NYS-PBIS Initiative

Randy Sprick

Capital District/North Country RSE-TASC
(Regional Special Education Technical Assistance Support Center)
The discipline strategies used most are often the least effective:

- punishment
- exclusion
- counseling

(Gottfredson, 1997; Elliott, Hamburg, & Williams, 1998; Tolan & Guerra, 1994; Lipsey, 1991, 1992)
Proactive Responses

Effective approaches include:

- Pro-social skills training
- Academic/curricular restructuring
- Positive behavioral interventions

(Gottfredson, 1997; Lipsey, 1991; 1992; Lipsey & Wilson, 1993; Tolan & Guerra, 1994)
Evidence Based Practices in Classroom Management

1. **Maximize structure** in your classroom.

2. Post, teach, review, monitor, and reinforce a small number of positively stated **expectations**.

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

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

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

(Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008)
6 Components of PBIS

1) Select and define expectations & routines
2) Teach behavior & routines directly
3) Actively monitor behavior (MIS)
4) Acknowledge appropriate behavior
5) Review data to make decisions
6) Correct behavioral errors

(Pre-correction/Boosters/De-escalation/FBA)
Positive Behavior Interventions & Supports
A Response to Intervention (RtI) Model

Primary
School-Wide Assessment
School-Wide Prevention Systems

Secondary
SWIS & other 
School-wide data 
BEP & group 
Intervention data

Tertiary
Small Group Interventions 
Group interventions with An individualized focus 
Simple FBA/BIP 
Multiple-domain FBA/BIP 
Wraparound

Functional assessment tools/
Observations/scatter plots etc.

SIMEO tools: HSC-T, RD-T

Revised August, 2007 IL-PBIS 
Adapted from T. Scott, 2004
Steps to Implementing a Tier 1 Intervention

1. Use data to identify and develop an understanding of the problem behavior

2. Define what improvement will look like in a measurable way, including replacement behaviors

3. Determine interventions (via research and data) and what staff behavior needs to change to implement those interventions

4. Implement interventions

5. Progress monitor and modify
Organizing Behavioral Data

Use whatever data already exists

THE BIG FIVE

1. Problem Behavior
2. Location
3. Time of Day
4. Referrals by Student
5. Average Per Day/Per Month
Infractions for Rural High School

Tardiness
Insubordinance
Truancy

2000-2001
2001-2002
2002-2003

0 50 100 150 200 250 300 350 400
Infractions by time of day

- November
- December

Graph showing infraction counts by time of day for November and December.
Discipline Referrals by Student

Middle School - Southern Illinois

- 50% of students account for all behavior referrals
- 10% of students account for 61% of all behavior referrals
- 5% of students account for 41% of all behavior referrals
Office Referrals by Month
1994-1995

<table>
<thead>
<tr>
<th>Months</th>
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<tbody>
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<td>Apr</td>
<td>300</td>
</tr>
<tr>
<td>May</td>
<td>450</td>
</tr>
</tbody>
</table>
Office Referrals/School Day by Month
1994-1995

No. Referrals/Day

Months

Sep Nov Jan Mar May
Data-Based Decision Making

- Office discipline referral data
- Staff/Faculty input/survey data
- Student input/survey data
- Nurses office
- Family/Community input/survey data
- Academic data
- Kid to Kid
- Kid to Adult
Example #1 – Tardy to Class

• What does the data say?
  – Are certain grade levels more tardy?
  – Are students tardy to certain classes?
  – Are students tardy more frequently in certain parts of the building?
  – Is tardiness more prevalent after certain activities (lunch, PE)?
  – Are students tardy more frequently at certain times during the day?
  – Certain classes have differing definitions of “on time to class?” - In room by bell? In seat by bell?
  – Are some hallways/areas more effectively monitored than others?
Tardy to Class by Time of Day

- November
- December
Example #1 – Tardy to Class

• What will “better” look like and what meets our criteria for success?
  – Do not aim for 100% eradication of problem behavior!
  – Avoid definitions such as “hallways will seem emptier” or “more kids appear to have passes”

• How will we measure success?
  – Percent on time to class?
  – Number caught in hallway sweeps?

• What new, improved behavior are we looking for from students?
  – Arriving on time to class per school definition
  – Students who are legitimately late have passes
Example #1 – Tardy to Class

• What interventions do we want to try?
  – What are we currently doing?
  – What does research show is effective?
  – Are we targeting specific areas, times?
  – Which interventions are closely related to what needs to change?

• What staff behaviors need to change?
  – Do we need one definition of on-time to class?
  – How do we monitor and document?
  – Does staff presence in the hallways need to improve?
  – Do we need to conduct hallway and other sweeps?
Example #1 – Tardy to Class

Some Sample Interventions

• Teach, remind and prompt appropriate behavior
• Increase staff presence in hallways (time, people, etc.)
• Change staff hallway behavior
• Hallway sweeps near end of/at the end of transition time
• Reinforcement for students who are on-time
• Change the start of class activities/routines
• Change teacher and/or administrative consequences
• Increase or decrease amount of transition time
• Decrease the frequency of transitions

(selected based on data, staff input, research to fit your building needs)
Example #1 – Tardy to Class

Progress Monitoring and Modification

Process Data
• Are staff performing the necessary behavioral changes?
• Are we adhering to structural/procedural changes?
• Are we as adults doing what we said we would do?
• How do we regroup and make these changes happen?

Outcome Data
• Are we seeing improvement with student behavior?
• Is there shifts in the data; positive, negative, other?
• Are some students persisting with problem behavior and in need of group or individual interventions?
• What interventions do we want to try or relaunch?
Example #2 – Common/Less Structured Areas

• What does the data say?
  – Are certain grade levels having more issues?
  – Do behavioral patterns change when different staff are present?
  – Are students having more concerns in certain settings?
  – Are concerns more prevalent after certain activities (lunch, PE)?
  – Are students having concerns more frequently at certain times during the day?
Example #2 – Common/Less Structured Areas

- What will “better” look like and meet our criteria for success?
  - Avoid definitions such as “playground is more peaceful”
  - Avoid: “Students will appreciate the lovely playground”

- How will we measure success?
  - Decrease in physical collisions/injuries?
  - Decrease in messes left in cafeteria, students stay at assigned tables, decrease in removal from lunch

- What new, improved behavior are we looking for from students?
  - Increase in taking turns, waiting in line, appropriate volume
  - Students transition peacefully, safely
Example #2 – Common/Less Structured Areas

Some Sample Interventions

• Teach, remind and prompt appropriate behavior
• Change the students mixed together in the setting
• Decrease the number of students in the setting
• Establish/Change the routines/activities for the settings
• Change to physical layout
• Increase staff presence
• Change staff supervisory behavior (Active Supervision)
• Reinforcement for students who meet expectations
• Change teacher and/or administrative consequences

(selected based on data, staff input, research to fit your building needs)
Effect of Supervisor Interactions on Problem Behavior
Results of Pre-Correction Study

Major Findings:

• Active supervision combined with pre-correction significantly reduced problems

• Active supervision defined as: *Moving around, looking around and interacting with children*

• Interactions between supervisor and children negatively correlated to high degree (-83%)

• Actual number of adults present did not affect student behavior (range 1-5)

• Some students persisted with problem behavior implying they needed a more individualized intervention.
Research has shown active supervision combined with precorrection practices have been useful with the following:

- Reducing High School Tardy To Class (when paired with escorting students; interaction more important than moving and scanning)
  - (Johnson-Gros, Lyons & Griffin 2008)
- Improving Middle Level (6\textsuperscript{th} grade) Classroom Behavior
  - (De Pry & Sugai 2002)
- Improving Elementary School playground behavior
  - (Lewis, Colvin & Sugai 2000)
- Increasing physical activity in Middle School physical education class
  - (Schuldheisz & van der Mars 2001)
Active Supervision is MIS

Move

Interact

Scan
Move

- Movement should be randomized & you should change direction

- Be on the go, not stopping for more than 5-10 seconds unless necessary for corrective/safety purposes

- Move so that you can see the entire setting (so you see around corners, behind visual barriers, etc.)
Interact

- Interactions with students should be brief & positive, 5-10 seconds

- Interactions can be as simple as hello or a wave

- Builds relationships with students & it lends to the presence of the monitor
Scan

• Be moving your eyes, head, and neck throughout

• Look all around you as you move

• Look & listen
Signs of trouble

- Games/activities breaking up for no reason
- Unusually quiet or noisy
- Kids clumping or encircling another kid
- Kids that are isolating themselves
- Kids that are crying, seem distressed
Video

https://www.irised.com/
Example #2 – Common/Less Structured Areas

Progress Monitoring and Modification

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Online Resources

- www.pbis.org
- www.partnershipschools.org
- www.swis.org
- www.pbisillinois.org
- http://smhp.psych.ucla.edu
- www.ed.gov
- www.beachcenter.org
- www.pbismaryland.org
- http://pbismaryland.org/costbenefit.xls