

School-wide PBIS

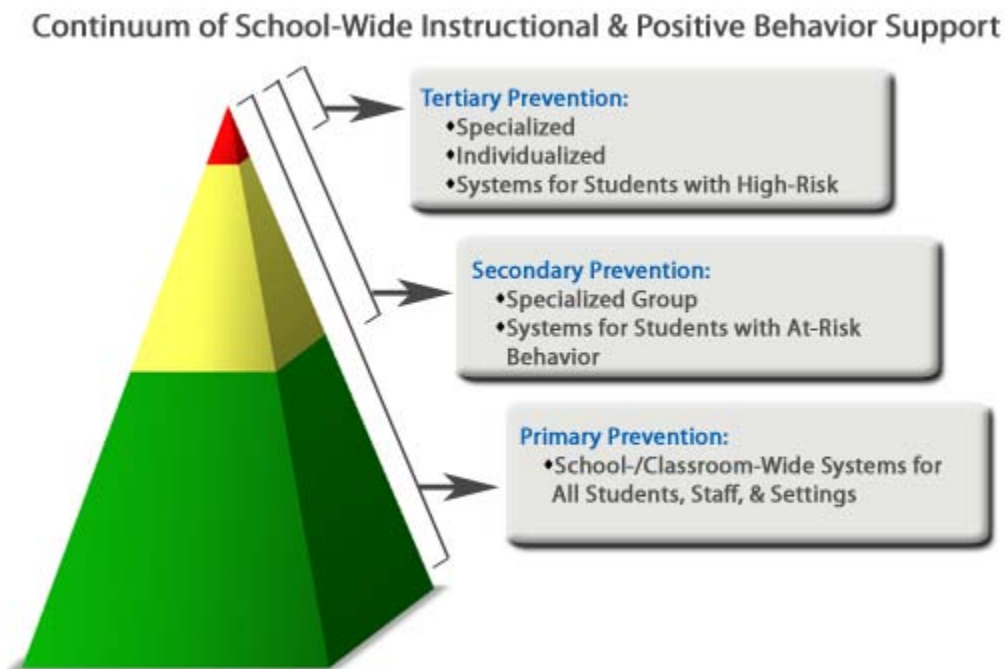
What is School-wide PBIS?

Numerous products are available for school personnel, parents, and care-providers, all with the promise of erasing targeted behaviors. Unfortunately, no magic wand single-handedly works to remove the barriers to learning that occur when behaviors are disrupting the learning community. The climate of each learning community is different; therefore, a one size fits all approach is less effective than interventions based on the needs of each school.



One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

The following diagram illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support not children:



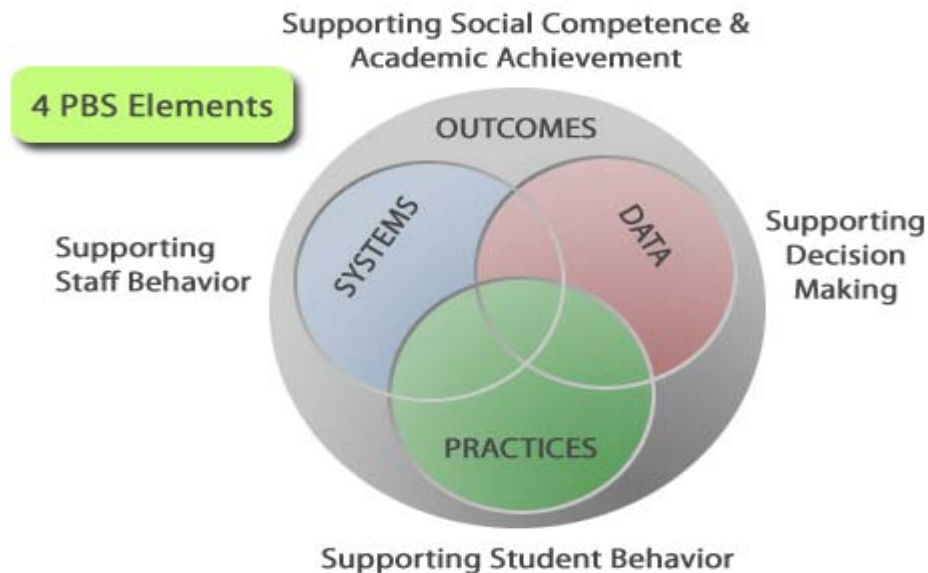
Why is it so important to focus on teaching positive social behaviors?

Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?" In the infamous words of a TV personality, "And...how is that working out for you?"

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



- **Outcomes:** academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- **Practices:** interventions and strategies that are evidence based. (How will you reach the goals?)
- **Data:** information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- **Systems:** supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

PBIS Tier 1- Primary Prevention

What is Primary Prevention?

This description of Primary Prevention in School-wide Positive Behavioral Interventions and Supports (PBIS) details the process and practices for those who are first learning about this topic.

Core Principles of PBIS

1. **We can effectively teach appropriate behavior to all children.** All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to provide those resources.
2. **Intervene early.** It is best practices to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.
3. **Use of a multi-tier model of service delivery.** PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students, PBIS uses tiered models of service delivery.
4. **Use research-based, scientifically validated interventions to the extent available.** No Child Left Behind requires the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.
5. **Monitor student progress to inform interventions.** The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.
6. **Use data to make decisions.** A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.
7. **Use assessment for three different purposes.** In PBIS, three types of assessments are used: 1) screening of data comparison per day per month for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects.



Primary prevention is significant- in that it moves the structural framework of each educational unit from reactive approaches to proactive systems change performance. This effort cohesively unites all the adults in using 1) common language, 2) common practices, and 3) consistent application of positive and negative reinforcement. There are many caveats to the training, planning, and implementation of PBIS. Just a few of the features are listed below:

Behavioral Expectations

The primary prevention of Positive Behavioral Interventions and Supports (PBIS) consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. For example, a school team may determine that disrespect for self, others, and property is a set of behaviors they would like to target for change. They may choose the positive reframing of that behavior and make that one of their behavioral expectations. *Respect Yourself, Others, and Property* would be one of their behavioral expectations. Research indicates that 3-5 behavioral expectations that are positively stated, easy to remember, and significant to the climate are best. At the end of the year, a researcher should be able to walk into the school and ask ten random students to name the behavioral expectations and 80% or better of the students should be able to tell the researcher what they are and give examples of what they look like in action.

Labeling Appropriate Behavior in Actions

The school team would then build a matrix (graph) listing the behavioral expectation in a horizontal row. There would be column labels above the behavioral expectations listing all the areas in the school where this behavior could be: 1) taught, 2) modeled, 3) practiced, and 4) observed. For example, in a middle school the columns might include: 1) quad or commons area, 2) cafeteria or lunch area, 3) multi-purpose room, 4) bus, 5) hallway, 6) restroom, and 7) blacktop. The building leadership team would choose two or three examples of what respecting self, others, and property would look like in each of these areas. For example, respecting property in the bathroom would be to "Use the amount of paper towels needed. A good amount would be two." Another example of showing respect for others in the bathroom might include "Be sure to flush the toilet when finished."

Teaching Appropriate Behavioral Actions

The building leadership team would then decide how they were going to teach these behaviors to the students. Some schools choose to have stations and rotate all the children through various locations where the adults act out the appropriate behaviors relevant to each area. Some schools choose to show a non-example first, an close approximation, and then the appropriate example last. After adults model the appropriate behavior, students emulate the new behavior before they rotate to the next learning station. Adults give feedback to the students on their performance during the training to alleviate any misrules they may begin. For example, some schools place hula hoops on the floor in front of the entrance to the cafeteria or lunch area. Adults model for students that only one person stands in each hula hoop and the line only advances as a hula hoop becomes empty. The hula hoops allow the children to visualize personal space better than just telling them "don't push and crowd".

Observing and Praising Appropriate Behavioral Actions

The building leadership team would also determine how they intended to "catch" students exhibiting the appropriate behaviors. Specific praise is extremely important in increasing the reoccurrence of appropriate behavior. Some schools decide to give out small pieces of paper labeled as "gotchas". All staff hand the "gotchas" with specific praise to students as they witness appropriate behaviors in the common areas.

Conclusion

These are just a few examples of the procedures and practices that occur during the initial training for primary prevention. Precise facets of the training make it specific to each building. The important features are: 1) most schools realize similar results; 2) implementation may look completely different at each site, based on the needs of the culture of the school and/or community and, 3) ongoing decisions are made based on data driven results.



It goes without saying that we want to prevent the major "upsurges in targeted behaviors" that we hear about in the news: violent acts against teachers or other students, theft, bullying behavior, drug use, and the like. However, research has taught us that efforts to prevent these serious problems are more successful if the "host environment"—the school as a whole—supports the adoption and use of evidence-based practices. Practices that meet these criteria include teaching and rewarding students for complying with a small set of basic rules for conduct, such as "be safe," "be responsible," and "be respectful." These rules translate into sets of expectations that differ according to various settings in the school. Thus, on the playground "be safe" means stay within boundaries and follow the rules of the game. In hallways and on stairs, it means to keep your hands and feet to yourself and to walk on the right side. Some parents and educators believe that students come to school knowing

these rules of conduct, and that those who don't follow them simply should be punished. However, research and experience has taught us that systematically teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. It also establishes a climate in which appropriate behavior is the norm. Finally, the use of Primary Prevention strategies has been shown to result in dramatic reductions in the number of students being sent to the office for discipline in elementary and middle schools across the United States and Canada. In effect, by teaching and encouraging positive student behavior (i.e., positive behavior support), we reduce the "white noise" of common but constant student disruption that distracts us from focusing intervention expertise on the more serious problems mentioned above.

Primary Prevention, through positive behavior support, works for over 80% of all students in a given school (based on a criterion of the number of students who have one or fewer office discipline referrals per month). But obviously, no intervention works across the board for all students. For a variety of reasons, some students do not respond to the kinds of efforts that make up Primary Prevention, just as some children do not respond to initial teaching of academic subjects. Some children need booster shots and some children need intensive interventions.

Putting into place systematic Primary Prevention strategies offers two advantages: First, it reduces the "firefighters syndrome" of putting out multiple fires caused by large numbers of office discipline referrals for minor problems. As we suggested earlier, this volume of referrals obscures and distracts our attention from more serious problems. Second, having a system for documenting the occurrence of targeted behaviors (e.g., office discipline referrals) provides a way to determine which students need more intensive intervention. For example, the criterion for considering the need for moving into secondary prevention for a student or group of students might be 4 or more office discipline referrals in a month. Without Primary Prevention, of course, the number of students meeting this criteria and needing additional help will be much larger.

Tier 1 Frequently Asked Questions:

Is PBIS just for special education?

Although the Technical Assistance Center is sponsored by the Office of Special Education Programs (OSEP), School-wide PBIS is not a special education initiative. School-wide PBIS is based on the research based application of over 7000 schools currently implementing successful changes in their school environment. School-wide PBIS evolved from valid research in the field of special education. This research indicated that results should be based on data with specific outcomes.

Does PBIS work in urban settings?

School-wide PBIS has been effective in urban, rural, and suburban settings. Implementation has also been successful in the juvenile justice system. Interest in PBIS for daycare centers, nursing homes, and businesses is beginning to surface. The major components fit into most any community:

1. Identify the expected behaviors,
2. Teach, model and practice what those behaviors look like, sound like, and feel like,
3. Specifically praise appropriate behavior with private or public acknowledgement, and
4. Measure outcome data to determine successes and barriers to reaching the desired goals.

Our school uses a character traits building course. Can we still use that?

Many of the character traits can be incorporated into the behavioral expectations of the school. Research indicates that 3-5 behavioral expectations are optimal for student retention. Many of the character traits involve 7-9 traits, which may prove to be too much for some of the students. Several of the traits can be condensed in the expectations, but taught separately within the expectation—always remembering that the traits must be “operationalized” to what they look and sound like in each setting and context.

Our school doesn't have very many office discipline referrals. Should we still consider School-wide PBIS?

Many schools use office discipline referral data alone to determine if things are going well in their community. As a matter of fact, a few schools actually see an increase in office discipline referral data because educators are consistently applying the consequences; which might not have been happening prior to School-wide PBIS. There are many factors to consider when beginning a new system change: the climate of the school, teacher turn-over rate, parent satisfaction, and student's perceived safety. Each school uses data to determine the point at which they begin secondary and tertiary levels of PBIS. Some schools need two or three years at the primary prevention level and some are ready to move quickly into secondary and tertiary levels of support training.

Do we have to eliminate other initiatives if we begin with School-wide PBIS?



Most frequently the answer to this question is, “No.” Effective practices currently in place in the school can become part of the School-wide system. School-wide PBIS will allow for consistency of these practices. Here is an example of when a practice would need to change: A school district was on the list for highest out of school suspensions (OSS) in their state. One of the PBIS team members was asked to gather the data to determine what behavior(s) should be targeted for change. When the team sat down with their coach, they determined that over 70% of the OSS were given for skipping school. Using the logic of School-

wide PBIS, the team would determine the function behind skipping school. Since the function of skipping school would be to escape school, it no longer makes sense to assign two more days of OSS for every day of skipping. This practice would need to change and the team would determine what would work best for their particular learning community.

What are the steps involved in setting up a school-wide system of discipline?

An effective school-wide system of discipline or positive behavioral interventions and supports is only as good as the structures and processes that are in place to support their sustained use. When setting up a school-wide system of discipline or positive behavioral interventions and supports, the following steps should be followed:

1. Establish a school-wide leadership or behavior support team to guide and direct the process. This team should be made up of an administrator, grade level representatives, support staff, and parents.
2. Secure administrator agreement of active support and participation.
3. Secure a commitment and agreement from at least 80% of the staff for active support and participation.
4. Conduct a self assessment of the current school-wide discipline system.
5. Create an implementation action plan that is based data based decision making.
6. Establish a way to collect office referral and other data on a regular basis to evaluate the effectiveness of school-wide PBIS efforts.

What are the components of a comprehensive school-wide system of discipline or positive behavioral interventions and supports?

All effective school-wide systems have seven major components in common a) an agreed upon and common approach to discipline, b) a positive statement of purpose, c) a small number of positively stated expectations for all students and staff, d) procedures for teaching these expectations to students, e) a continuum of procedures for encouraging displays and maintenance of these expectations, f) a continuum of procedures for discouraging displays of rule-violating behavior, and g) procedures for monitoring and evaluating the effectiveness of the discipline system on a regular and frequent basis.

How do we know if a school-wide system of discipline or positive behavioral interventions and supports is effective?

Many schools make the mistake of implementing a school-wide system of discipline or positive behavior support without monitoring its effectiveness on a regular and frequent basis. Regular monitoring and evaluation are needed to a) prevent ineffective practices from wasting time and resources, b) improve the efficiency and effectiveness of current procedures, c) eliminate elements of the system that are ineffective or inefficient, and d) make modifications before problem behavior patterns become too durable and un-modifiable.

Can a school buy a ready-made or published school-wide discipline curriculum?

Many published school-wide discipline programs that can be purchased have the necessary features. However, every school has its unique features (for example: students, size, staff composition, geographic location) that must be taken into account when any discipline program is selected. The best approach is to assess what is currently in place in your school, whether it is effective, and what needs to be added or improved. Once this assessment is completed, a program that best addresses the features of your school can be selected.

What relationship does a school-wide system of discipline or positive behavioral interventions and supports have with other school initiatives, like safe and drug-free schools, IDEA04, NCLB, character education, and early literacy?

School-wide positive behavior support is not considered a new initiative. Instead, it is a framework for doing business differently. It is a set of problem solving strategies and processes that can be used to build upon a school's existing strengths. However, school-wide PBIS has a lot of characteristics that overlap with other initiatives. Proactive school-wide discipline systems create environments in which: a) learning and teaching are valued, and aggressive, unsafe behavior are discouraged; b) respect, responsibility, cooperation, and other highly valued character traits are taught and encouraged; c) individual differences are valued rather than criticized; d) educating students with disabilities can be supported more effectively and efficiently, and e) teaching fundamental skills like reading and math can be maximized.

How do I get PBIS in my school?

Each state in the United States has a contact person from the PBIS Technical Assistance Center and a state representative who can assist you with determining where to start for your state and area.

Southern California

Barbara Kelley

Orange County Dept of Ed
 200 Kalmus Drive PO Box 9050
 Cost Mesa, CA 92628
 Ph: 714-966-4133
 Email: bkelley@ocde.us

Northern California:

Lisa Pruitt

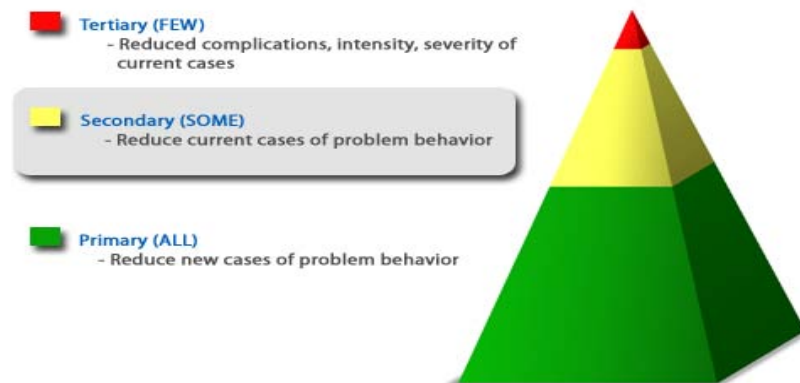
Santa Clara County Office of
 Education
 Ph: 408-453-6634
 Email: Lisa_Pruitt@sccoe.org

The following table addresses what PBIS is not and what it is.

PBIS is not:	PBIS is:
...a canned program in a box for purchase.	...a 3-5 year training commitment to address proactive systems changes in the "way schools do business."
...throwing out the baby with the bathwater.	...a way of taking all the great initiatives already implemented in the school and tying them together into a framework that works toward a common language, common practice, and consistent application of positive and negative reinforcement.
...being sickeningly sweet to children and giving them stickers.	...teaching, modeling, practicing, and recognizing appropriate behavior and having clear consequences for targeted behaviors.
...ignoring inappropriate behavior.	...achieving full staff "buy-in" on consistent implementation of office discipline referrals. If it is not okay to cuss in classroom "A", then it will not be okay to cuss in classroom "B".
...something a bunch of people made up for the new pendulum to swing in the educational field.	...rooted in evidence based practices which adults use to respond to the interventions needed to address behavioral and academic competence for each and every student.
...a one shot training or "Spray and Pray" seminar.	...this training is based on the needs of each educational unit; which is why the teams are requested to commit to a 3-5 year training schedule based on the unique needs of their school community. Teams also consist of a representative sample of the school.

PBIS Tier 2 -Secondary Level Prevention

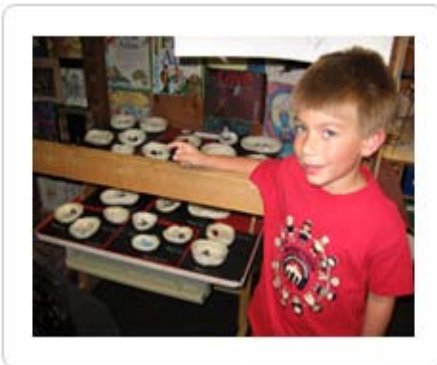
Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (targeted group or simple individual plans), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.



Tier 2 Frequently Asked Questions:

What is Secondary Prevention?

Secondary Prevention is designed to provide intensive or targeted interventions to support students who are not responding to Primary Prevention efforts. Interventions within Secondary Prevention are more intensive since a smaller number of students requiring services from within the yellow part of the triangle are at risk for engaging in more serious problem behavior and need a little more support. Common Secondary Prevention practices



involve small groups of students or simple individualized intervention strategies. Secondary Prevention is designed for use in schools where there are more students needing behavior support than can be supported via intensive and individual tertiary support, and for students who are at risk of chronic problem behavior, but for whom high intensity interventions are not essential. Secondary prevention often involves targeted group interventions with ten or more students participating. Targeted interventions are an important part of the continuum of behavior support needed in schools, and there is a growing literature documenting that targeted interventions can be implemented by typical school personnel, with positive effects on up to 67% of referred students. Targeted interventions also are recommended as an

approach for identifying students in need of more intensive, individualized interventions. Specific Secondary Prevention interventions include practices such as “social skills club,” “check in/check out” and the Behavior Education Plan.

Individual PBIS plans at the Secondary Prevention level involve a simple assessment to identify the function a problem behavior serves (Functional Behavioral Assessment or FBA) and a support plan comprised of individualized, assessment-based intervention strategies that include a range of options such as: (1) teaching the student to use new skills as a replacement for problem behaviors, (2) rearranging the environment so that problems can be prevented and desirable behaviors can be encouraged, and (3) monitoring, evaluating, and reassessing this simple plan over time.

What differentiates Secondary Prevention from other systems of positive behavior support?

The main difference between secondary and other levels of positive behavior support is the focus on supporting students at risk for more serious problem behavior. Secondary Prevention addresses the needs of students who require more support than is available for all students (i.e., Primary Prevention) and less support than is available for individual students who need flexible, focused, personalized interventions (tertiary prevention). This means that Secondary Prevention allows teams to select features of the process (e.g., types of programs or interventions, data collection tools used, information gathered, and degree of monitoring) to provide more focused behavior support to students with behavior needs that do not require intensive, individualized plans.

When should a program of Secondary Prevention be implemented and who should be involved?

Decisions to implement Secondary Prevention interventions are usually grounded in records of student behavior compiled by classroom teachers or other professionals. In some schools, students with two or more office referrals are considered eligible for secondary, targeted behavior support. The decision to use Secondary Prevention is typically made by the school's planning team and behavior support team. Secondary Prevention is most effective when approached as a collaborative (rather than expert-driven) process. With individual plans, support teams including the student's family, educators, and/or other direct service providers should be involved in assessment and intervention. It is also helpful to include people who have specific expertise in intervention programs being considered. In general, support teams should include people who know the student best, have a vested interest in positive outcomes, represent the range of environments in which the student participates, and have access to resources needed for support.

How can we effectively address the needs of individuals within group environments?

Individual systems and other levels of positive behavior support are complementary in that well-structured group applications (e.g., classroom management systems) provide a foundation for effective individualized support. Often, the need for individual systems is minimized by these broader systems; however, some students require a greater degree of individualization and support. It may be necessary to adapt features of group applications (e.g., physical arrangement, routines, types of rewards) to meet the needs of individual students within certain settings.

How are targeted group interventions implemented?

Targeted group interventions are implemented through a flexible, but systematic, process. Key features of Secondary Prevention interventions include:

1. Continuous availability.
2. Rapid access (72 hr).
3. Very low effort by teachers.
4. Consistent with school-wide expectations.
5. Implemented by all staff/faculty in a school.
6. Flexible intervention based on assessment.
7. Functional assessment.
8. Adequate resources (admin, team), weekly meeting, plus 10 hours a week.
9. Student chooses to participate.
10. Continuous monitoring of student behavior for decision-making.

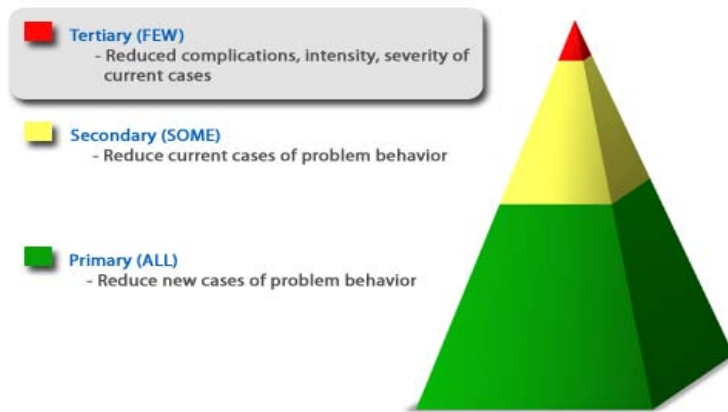


How do we know when a secondary intervention plan is effective?

Effective secondary interventions produce measurable changes in behavior and improvements in a student's quality of life (e.g., participation in integrated activities, improved social relationships, independence and self-sufficiency). Direct observations and frequent monitoring of progress are widely-used methods for evaluating these outcomes, and determining adjustments that might be warranted when progress does not occur within a reasonable time frame.

PBIS Tier 3 -Tertiary Level Prevention

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.



Tier 3 Frequently Asked Questions:

What is Tertiary Prevention?

Tertiary Prevention was originally designed to focus on the needs of individuals who exhibited patterns of problem behavior. Research has demonstrated the effectiveness of PBIS in addressing the challenges of behaviors that are dangerous, highly disruptive, and/or impede learning and result in social or educational exclusion. PBIS has been used to support the behavioral adaptation of students (and other individuals) with a wide range of characteristics, including developmental disabilities, autism, emotional and behavioral disorders, and even students with no diagnostic label.

Tertiary Prevention is most effective when there are positive primary (school-wide) and secondary (classroom) systems in place. In addition, the design and implementation of individualized supports are best executed when they are conducted in a comprehensive and collaborative manner. The process should include the individual with behavioral challenges and people who know him/her best all working together to promote positive change all working as a behavioral support team (BST). Support should be tailored to people's specific needs and circumstances. It should involve a comprehensive approach to understanding and intervening with the behavior, and should use multi-element interventions. The goal of Tertiary Prevention is to diminish problem behavior and, also, to increase the student's adaptive skills and opportunities for an enhanced quality of life.

Tertiary Prevention involves a process of functional behavioral assessment (FBA) and a support plan comprised of individualized, assessment-based intervention strategies, including a wide range of options such as: (1) guidance or instruction for the student to use new skills as a replacement for problem behaviors, (2) some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors can be encouraged, and (3) procedures for monitoring, evaluating, and reassessing of the plan as necessary. In some cases, the plan may also include emergency procedures to ensure safety and rapid de-escalation of severe episodes (this is required when the target

behavior is dangerous to the student or others), or major ecological changes, such as changes in school placements, in cases where more substantive environmental changes are needed.

What differentiates tertiary (individual) intervention from other systems of positive behavior support?

The main difference between tertiary and other levels of positive behavior support is the focus of the interventions. The defining features of Tertiary Prevention (i.e., identification of goals, data collection and analysis, summary statements, multi-element plans, and a monitoring system) address the needs of individual children. It is support that is focused on meeting individual needs; and the characteristics of individual students and specific circumstances related to them (e.g., differences in the severity of behavior, complexity of environment) dictate a flexible, focused, personalized approach. This means that Tertiary Prevention allows teams to vary features of the process (e.g., data collection tools used, breadth of information gathered, specificity and number of hypotheses generated, extent of the behavioral support plan, and degree of monitoring) to provide the most individualized behavior support possible.

When should a program of Tertiary Prevention be implemented and who should be involved?

Mandates provided by educational and human services agencies define conditions in which individual systems should be used to address concerns related to behavior. For example, IDEA requires that a functional behavioral assessment (FBA) be completed and a behavioral intervention plan (BIP) be implemented when disciplinary sanctions result in extended periods (i.e., the first removal beyond 10 cumulative days and every change in placement) in which a student is removed from an environment or suspended (34 C.F.R. 300.520 (b) (c)). Individual systems of support are warranted in other circumstances as well (e.g., when problem behavior is interfering with educational progress).

Who should be involved in functional behavioral assessments and behavioral intervention planning?

Tertiary Prevention is most effective when approached as a collaborative (rather than expert-driven) process. Support teams including the student's family, educators, and/or other direct service providers should be involved in assessment and intervention. It is also helpful to include people who have specific expertise in applied behavior analysis and intervention design. In general, support teams should include people who know the student best, have a vested interest in positive outcomes, represent the range of environments in which the student participates, and have access to resources needed for support.

How can we address the needs of individuals within group environments?

Individual systems and other levels of positive behavior support are complementary in that well-structured group applications (e.g., classroom management systems) provide a foundation for effective individualized support. Often, the need for individual systems is minimized by these broader systems; however, some people require a greater degree of individualization and support. It may be necessary to adapt features of group applications (e.g., physical arrangement, routines, types of rewards) to meet the needs of individuals within certain settings

How is Tertiary Prevention implemented?

Tertiary Prevention interventions are implemented through a flexible, but systematic, process of functional behavioral assessment and behavioral intervention planning. The following outline illustrates the general steps of the process.

I. Identify goals of intervention. Based on the available information, the team identifies the specific concerns and goals:

- what the student is doing that is problematic (observable behaviors)
- to what extent (e.g., frequency) these behaviors are occurring
- what broad goals the team hopes to achieve through intervention

II. Gather relevant information. Members of the behavioral support team gather information through a variety of sources:

- review of existing records
- interviews of support providers
- direct observation of patterns, antecedents, contexts, and consequences

III. Develop summary statements. The team uses the information to create statements that describe relationships between the student's behaviors of concern and aspects of the environments. These statements include:

- when, where, and with whom the behavior is most/least likely to occur
- what happens following the behavior (what they get or avoid)
- other variables that appear to be affecting the person's behavior

IV. Generate behavioral support plan. A plan is developed, based on the summary statements, to address the behavioral concerns and fit within the environments in which it will be used. The behavioral support plan (for students who have IEPs this may also serve as the Behavior Intervention Plan (BIP)) includes:

- adjustments to the environment that reduce the likelihood of problem
- teaching replacement skills and building general competencies
- consequences to promote positive behaviors and deter problems
- a crisis management plan (if needed)

V. Implement and monitor outcomes. The team works together to ensure that the plan is implemented with consistency and is effective in achieving the identified goals. The team identifies the training and resources needed, determines who is responsible for monitoring implementation, evaluates outcomes (via continued data collection), and communicates periodically, making adjustments in the plan, as needed.

How should goals for Tertiary Prevention be determined?

Individualized positive behavior support focuses not only on decreasing specific behaviors of concern, but also building adaptive (and replacement) skills, and improving the individual's overall quality of life. Goals should be based on a positive, long-term vision for the student developed with input from the student, the student's family, and the support team. An excellent mechanism for determining broad goals for behavioral intervention is person-centered planning. Person-centered planning (PCP) is a process for learning about a student's preferred lifestyle. It involves creating goals that will assist students in achieving their preferred lifestyle within a collaborative team context. Most PCP plans are created with the goal of:

- increasing participation and presence in the school and community;
- gaining and maintaining significant relationships;
- expressing and making choices;
- experiencing respect and living a dignified life; and
- developing personal skills and areas of expertise.

How do we know when an individual plan is effective?

Effective tertiary interventions produce measurable changes in behavior and improvements in a student's quality of life (e.g., participation in integrated activities, improved social relationships, independence and self-sufficiency). Individual BIPs include objective methods for evaluating these outcomes, and determining adjustments that might be warranted when progress does not occur within a reasonable time frame.

What should be done when there is a crisis situation?

Tertiary Prevention is a process that takes time to be effective. When severe episodes of problem behavior occur, it is important to provide a rapid response to ensure the safety of all involved and produce a rapid de-escalation of the behavior. To support Tertiary Prevention, therefore, safe crisis management procedures are needed and should be planned thoroughly in advance. It is important to remember that the goals of crisis management procedures are to ensure the safety of the student and all others, and to de-escalate the problem as rapidly as possible.