

Improving Outcomes for Students with ED Using a PBIS Approach

Jill K. Schurr
Austin College
jschurr@austincollege.edu

Purpose

- To discuss a PBIS-based systems-level approach to creating effective self-contained programming for students with significant emotional and behavioral disorders (ED).

Overview

- Student and classroom characteristics
- Why PBIS?
- Describe the levels of program planning
 - District-level issues
 - School-level issues
 - Classroom-level issues
 - Individual student-level issues
- Student case example
- Comments and questions

Questions

- How do your schools or school districts approach the education of students with emotional and behavioral disorders?
- What are things that work well?
- Where do problems occur?

Recognizing the Unique Needs of Students experiencing Mental Illness

Program lessons related to students with mental illness:

- Identification of triggers and larger setting events that impact functioning
- Ongoing continuum of support v warehousing
- Development of coercive social relationships
- Addressing disorder-specific characteristics
- Positive, skill-building approach v punishment orientation

Issues Commonly Associated with Students in Self-Contained Classrooms

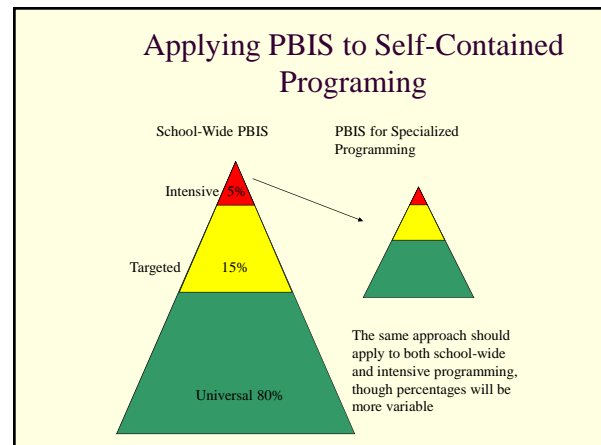
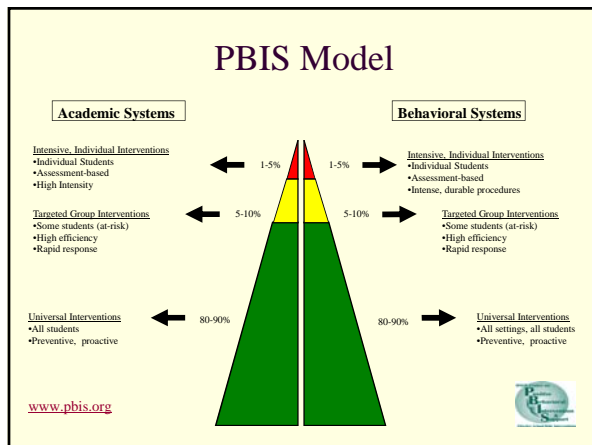
- Aggressive behavior, suspension and police involvement
- Complexity
- Experienced multiple failures and disruptions
- History of challenging family-school relationships
- Lack of effective programming
 - One-on-one instruction or out of district placement
- Isolation of classroom teachers

Review of Research

- Points-based cost response and level systems had not shown success (Kazdin, 1997; MTA study, etc...)
 - "Curriculum of control"
 - Typically focused on reducing problem behaviors rather than building skills
 - Problems with maintenance and generalization of behaviors
 - Interventions viewed by students as punitive
 - Good intentions become a revolving door

Review of Research Con't

- Using PBIS as a model for programming
 - Needs assessment
 - Systems-level approach
 - Classroom programming that has a positive focus, is ecologically based, and is grounded in behavior theory
 - Approach to behavior that works with general education
 - Program development is a process that takes time



Universal District-Level Planning

- Creation of district level planning and support team that included representatives from all stakeholder groups
- Fidelity vs. individualization
- Classroom locations, arrangement, size, and staffing
- Professional development
- Ongoing support
- Development of guiding program philosophy

Sample Program Philosophy

- We believe that students with emotional, social, and behavioral problems do best when they are part of a supportive general education campus
- That students with significant emotional disturbance need programming that is a) consistent, coordinated, proactive, understanding of their unique needs, b) based in behavioral principles, and c) utilizes reinforcement to promote skill development
- Teachers in self-contained classrooms need to feel as if they are apart of a team, have access to a support system, and have training in the tools they need to meet students needs
- In order for any programming to be effective systems-level changes need to be implemented
- Sustainability needs to be planned for from the beginning

Universal Decisions Related to Procedures and Policies

- Referral
- Transition
- Testing
- Chain of command
- Crisis response

Sample Referral Policies/Procedures

- District school psychologist submits names of "student of concern" to team
 - Check that pre-referral interventions have been implemented and review student records
 - Initiate pre-referral consultation by team psychologist
 - Update functional behavior assessment
 - Hold pre-referral review meeting
- If referral is suggested
 - Invite self-contained classroom teacher to observe student in home school before placement
 - Schedule placement meeting that includes both sending and receiving schools as well as child and family
 - Provide opportunity for student and family to visit classroom
- Once placement has been decided
 - When deciding on a start date, include time to plan for student arrival should be taken into consideration

Universal School-Level Planning

- Administrative and staff buy-in, support, and retention
 - Role of administration
 - Role of school counselor and other staff
 - Coverage
 - Scheduling
- Classroom location
- Discipline procedures
- Crisis prevention, intervention, and post-vention

Universal Classroom-Level Planning

- Classroom system based on PBIS and positive reinforcement
- Direct social skills instruction
- Cool-down procedures
- How will you teach students the system
- Data collection system
- Promoting positive parent involvement

Universal Classroom Organization

- Classrooms that are arranged like a regular classroom, not in-school suspension
- Posted expectations, rules, and procedures
- Students are given clear schedules and routines
- Time dedicated to daily social skills instruction
- Students are placed in classes outside of the self-contained classroom to the greatest extent they can be successful – not as a privilege that must be earned, out classes are not linked to classroom management system, no level systems
- Classroom is included in all whole-school activities
- Academic focus supported by curriculum and materials at the student's instructional level
- Staff rotate with students so that multiple bonds can be formed
- Weekly meetings with students to assess progress towards goals

Universal Classroom Management System

- Reinforcement system (see next slide)
- Key consequences for failure to produce appropriate behavior are failure to earn a reward and repeated practice of appropriate behavior (additional instruction)
- Data collection of student progress towards goals – data used for progress monitoring and intervention planning, NOT for the purpose of administering negative consequences
- Promote positive relationship development and a sense of student belongingness
 - Greet all students when they enter the classroom
 - Unconditional positive regard, empathy, and congruence
- Expect students to be successful and meet expectations
- Stay in a thinking state, remain emotionally neutral when intervening with students

Universal Reinforcement System

- Use rewards according to behavior principles
- Tangible reward system (i.e., tickets or tokens) NOT points – numbers are too abstract to be meaningful
- Rewards linked to student behavior and academic goals
- Long-term goal is to increase self-concept, esteem, and confidence
- Appropriate reward schedules
 - For example, 15/1 positive to negative for behaviors that are new or difficult, intermittent rewards for mastered behaviors (Lewis, 2007)
- Varied approach to reward delivery (i.e., self-monitoring and self-rewarding, group rewards as well as individual, opportunities for students to reward each other)
- Student input into reinforcer choices
- Reinforces that are natural classroom privileges or promote appropriate behavior as opposed to tangible stuff

Sample Classroom Expectations

- Follow Teacher Directions
- Be Responsible
- Respect Yourself & Others
- Respect School & Personal Property
- Use Appropriate Language
 - I will use an appropriate tone, volume, and topic
 - I will speak when it's my turn

■ L. Chitty, 2006

Sample Lunch Procedures

- Follow teacher directions and walk quietly to lunch room
- Complete the job you are assigned
- Sit at the table with feet on floor
- Use appropriate language and topics
- Talk only when your mouth is not full and use all of your table manners
- When you are finished, clean up your area, and wait for instruction

■ L. Chitty, 2006

Sample Reinforcer Menu

L. Chitty, 2006

Purchase With Tickets			
2	crack & eat a nut	15	yoyo
5	sensory item	15	ball
5	chit chat time	15	beads
5	ask an unrelated question	15	game
5	play-doh or putty	15	gameboy
5	write a story or letter	15	computer time
5	lay down	15	legos
5	work on floor	15	baseball or other cards
5	bean bag chair	15	ride bike in office
7	book or magazine	15	rocking chair
7	newspaper	15	watch movie with class
7	draw or color	20	visit science lab
7	help teacher with project	20	library
8	white board doodle or draw	20	nail polish
8	sit in teacher chair	20	outside
10	music	20	snack
10	dance time	20	walk around classroom
10	puzzle	30	eat lunch outside
10	heat lunch up	30	phone call

Universal Student-Level Planning

- Tracking interventions adherence and effectiveness
- Build on student strengths
- Develop individual goals that are socially valid
- Skill deficits versus performance deficits
- Use functionally-based interventions that strictly adhere to behavior principles

Important Behavior Concepts

- Setting events
- Antecedents (classical conditioning)
 - Stimuli
 - Sensitization and desensitization
 - Generalization
- Consequences (operant conditioning)
 - Reinforcer
 - Punisher
 - Satiation

Important Behavior Concepts

- Observational learning/modeling
 - Characteristics of the observer
 - Characteristics of the model
 - Characteristics of the task

Important Behavior Concepts

How aggressive behavior can develop through the students reinforcement history

**Be prepared for
*extinction bursts!!***

It will get worse before it gets better

Universal Discipline/Crisis Response Planning

Develop an individualized crisis plan for each student that includes:

- Emergency contact information
- Decision rules for when to contact parents, law enforcement, and/or hospital staff
- A discussion of what is a minor discipline issues that can be handled by classroom staff and what is a major issues that requires administrative support
- A list of intervention strategies that are and are not effective in calming the student
 - Discuss use of suspension and brainstorm alternative to out-of-school suspension

Also have general plans for:

- Procedures for using cool-down areas, clearing classrooms, and administrative intervention
- Plan for debriefing after a crisis occurs

Practice crisis procedures (individual and whole-class) with students when they are calm

Targeted and Individual Planning

- Targeted curriculum to match the developmental and academic needs of the students
- Targeted programs to address students with particular risk factors
- Intensive planning is reflected in Individual education and behavior plans

Promoting Positive Parent Involvement

- Prepare parent for the transition and slow and sometimes inconsistent process (don't promise more than the program can realistically deliver, change doesn't happen over night)
- Recognize that parents have been dealing with child's issues for a long time and are the experts in their child
- Work with parents to decide the appropriate level/type/frequency of communication
- While home-school interventions should be coordinated, this does not mean that home problems should be punished at school or vice versa
- Regularly communicate student successes

Role of the School Psychologist

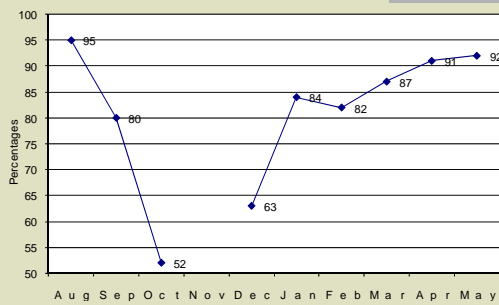
- Systems level planning
- Member of transition team
- Assessment
- Consultant
- Professional development
 - Build theoretical understanding – help teachers understand the why behind classroom structure and goals
- Social support
- Crisis planning, intervention, and post-vention

Case Study Example

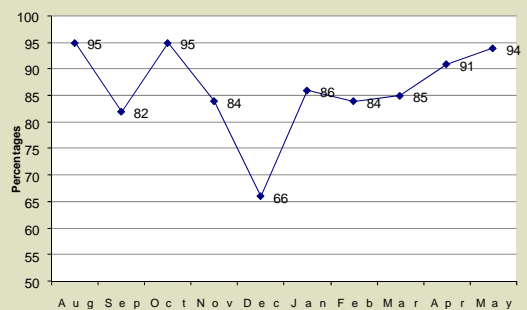
Sample Components of Daily Report Card

- Y/N I followed teacher directions.
- Y/N I was respectful to others.
- Y/N I was safe.

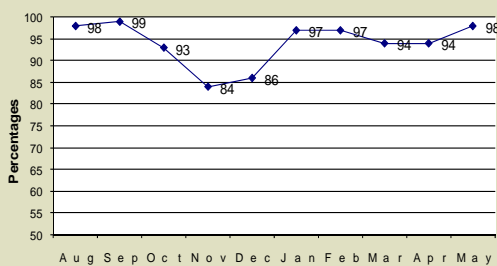
Monthly Behavior Averages 2004-2005



Monthly Behavior Averages 2005-2006



Monthly Behavior Averages 2006-2007



Conclusions

- Schools can create programming for students with ED that is school-based, successful and sustainable
- In order to achieve that goal an action plan must be created that includes planning/procedures at the district, school, and classroom levels rather than focusing solely on the individual student
- All components of program planning and execution should be based in a collaborative process
- Classroom systems must be grounded in evidence-based theory and a behavior support approach that uses frequent rewards to develop specific skills related to school success

Thank you

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