



The Super MODEL

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Managing On-Site Discipline for Effective Learning (MODEL)

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Learning is not compulsory... neither is survival.

— E. Edwards Deming

Learn About PBS On-Line

One way to foster a common vision among team and staff members is through the reading and discussion of professional articles. Below are some PBS-related articles which may be accessed online.

PBS Philosophy & Structures

- *Practical Considerations in Creating School-Wide Positive Behavior Support in Public Schools* by M. Handler, J. Rey, J. Connell, K. Thier, A. Feinberg, & R. Putnam (2007). *Psychology in the Schools*, Vol. 44(1), pp. 29-39.
Web Link: <http://www.djj.state.fl.us/Education/documents/Positive-Behavior-Support.pdf>

- *School-wide Positive Behavior Supports: Primary Systems and Practices* by B. Simonsen, G. Sugai, M. Negron. (2008). *Teaching Exceptional Children*, Vol. 40, No. 6, pp. 32-40.
Web Link: <http://www2.bc.edu/~peck/PBIS%20school-wide%20Sugai.pdf>

Universal Expectations & Rules

- *Using Positive Behavior Support to Design Effective Classrooms* by C. Anderson and S. Spaulding. *Beyond Behavior*. Winter, 2007: Council for Children with Behavior Disorders publication (CCBD).
Web Link: [http://www.ccbd.net/documents/bb/BB16\(2\)%20using%20positive%20behavior%20support.pdf](http://www.ccbd.net/documents/bb/BB16(2)%20using%20positive%20behavior%20support.pdf)
- *Using Pre-correction to Manage Inappropriate Academic and Social Behaviors* by S. Crosby, K. Joliet, D. Patterson. *Beyond Behavior*. Fall, 2006. CCBD.
Web Link: [http://www.ccbd.net/documents/bb/BB%2016\(1\)%20using%20precorrection.pdf](http://www.ccbd.net/documents/bb/BB%2016(1)%20using%20precorrection.pdf)

School-Wide Acknowledgement System

- *Reinforcing Positive Student Behavior to Prevent School Violence: Enhancing the Role of School Safety Agents* by H. Sareen of the Vera Institute of Justice. October, 2001.
Web Link: http://www.vera.org/publication_pdf/198_380.pdf

School-Wide Social Skills Instruction

- *Social Skills: Promoting Positive Behavior, Academic Success, and School Safety*. National Association of School Psychologists (NASP) Fact Sheets, 2002.
Web Link: http://www.nasponline.org/resources/factsheets/socialskills_fs.aspx

Enforcement of Expectations

- *Zero Tolerance: The Assumptions and the Facts* by R. Skiba. *Education Policy Briefs*, Vol. 2, No. 1 — Summer, 2004. Indiana Youth Services Association.
Web Link: http://ceep.indiana.edu/projects/PDF/PB_V2N1_Zero_Tolerance.pdf

Safe & Welcoming Climate

- *School Climate and Learning*. *Best Practice Briefs*, No. 31 — December, 2004. Michigan State University.
Web Link: <http://outreach.msu.edu/bpbriefs/issues/brief31.pdf>

As schools begin the process of building a Professional Learning Community (PCL), the practice of reading articles and journals will become more common. ■

TIER ONE Behavior Supports

Tier One Behavior Supports: *School-Wide*

- Commitment to PBS**
- Universal Expectations & Rules**
- Office Referral Procedures**
- Proactive Classroom Management**
- School-Wide Acknowledgement System**
- School-Wide Social Skills Instruction**
- Active Supervision**
- Enforcement of Expectations**
- Data-Based Decision Making**
- Safe & Welcoming Climate**



Definition:

“Primary prevention strategies focus on interventions used on a school-wide basis for all students (Sugai & Horner, 2002). This level of prevention is considered “primary” because all students are exposed in the same way, and at the same level, to the intervention. The primary prevention level is the largest by number. Approximately 80% to 85% of students who are not at risk for behavior problems respond in a positive manner to this prevention level (Sugai et al, 2000). Primary prevention strategies include, but are not limited to, using effective teaching practices and curricula, explicitly teaching behavior that is acceptable within the school environment, focusing on ecological arrangement and systems within the school, consistent use of pre-correction procedures, using active supervision of common areas, and creating reinforcement systems that are used on a school-wide basis (Lewis, Sugai, & Colvin, 1998; Martella & Nelson, 2003; Nelson, Crabtree, Marchand-Martella, & Martella, 1998; Nelson, Martella, & Marchand-Martella, 2002).”

Taken from: Wikipedia.com — Positive Behavior Support

District Resources:

The SBCUSD PBS Coaches have developed a series of resource materials to assist schools in the implementation of Tier One behavior supports. Each unit contains a variety of materials including:

- Essential unit outcomes
- Professional readings
- Action items
- PowerPoints:
 - ✓ Staff development
 - ✓ Student
 - ✓ Parent
- Planning worksheets
- Samples and templates
- Staff handouts
- District forms
- Surveys and observations
- Audits and evaluations
- Posters

For more information regarding Tier One support materials, contact PBS Coaches **Suzy Johns** or **Jacquelin Patrick** at (909) 880-6802. ■

TIER TWO Behavior Supports

Definition:

“Secondary prevention strategies involve students (i.e., 10% to 15% of the school population) who do not respond to the primary prevention strategies and are at risk for academic failure or behavior problems but are not in need of individual supports (Nelson, et al., 2002). Interventions at the secondary level often are delivered in small groups to maximize time and effort and should be developed with the unique needs of the students within the group. Examples of these interventions include social support such as social skills training (e.g., explicit instruction in skill deficit areas, friendship clubs, check in/ check out, role playing) or academic support (i.e., use of scientifically-validated intervention programs and tutoring). Additionally, secondary programs could include behavioral support approaches (e.g., simple Functional Behavioral Assessments (FBA), pre-correction, self-management training). Even with the heightened support within secondary level interventions, some students (1% to 7%) will need the additional assistance at the tertiary level (Walker et al., 1996).

Taken from: Wikipedia.com — Positive Behavior Support

District Resources:

A number of district resources are available to assist schools in the implementation of Tier Two behavior supports.

- **Strategic Behavior Instruction**
A series of behavioral lessons are available to schools who have dedicated time to provide targeted instruction for groups of students identified as having behavioral skill deficits.
- **Function-Based Interventions**
The PBS Coaches are available to assist schools in the building of a Check-In/Check-Out system — a function-based intervention intended for chronic minor offenders whose misbehaviors are identified as attention-seeking.
- **School-Based Network of Support**
Several district middle schools are in the process of building a school-based network of support. The PBS Coaches can link interested schools to the appropriate personnel.
- **School-Based Structured Alternative Settings**
All SBCUSD Opportunity classes have been mandated to implement the Boy's Town *Specialized Classroom Management (SCM)* system. *SCM* is a comprehensive behavior management system which uses PBS principles within a self-contained setting. For training information contact the Coordinator of Alternative Programs, Susan Gasca at (909) 880-6697. ■

Tier Two Behavior Supports: *Targeted Group*

□ Strategic Behavior Instruction

- School Success:
Attendance, Classroom Survival Skills, Interacting with Confidence, Organization
- Targeted Skill Development:
Aggression, Anti-Social, Conflict with Authority, Drug/Alcohol, Impulse Control, Problems with Peers, Withdrawal

□ Function-Based Intervention

- Gain Attention: Check In/Out
- Escape: Academic support

□ School-Based Network of Support

(Team, Counselor, Psychologist, Behavior Interventionist, Administration, Mentor, etc.)

- Proactive collaboration: staff, teams
- Intentional staff/student interactions
- Increased monitoring & feedback

□ School-Based Structured Alternative Settings

- Boys' Town *Specialized Classroom Management (SCM)* system
 - * behavior goals
 - * *Proactive Teaching*
 - * *Effective Praise*
 - * *Corrective Teaching*
 - * *Crisis Teaching*
 - * progress monitoring



TIER THREE Behavior Supports

Definition:

“Tertiary-level programs are also called intensive/individualized interventions and are the most comprehensive and complex. The interventions within this level are strength based in that the complexity and intensity of the intervention plans directly reflect the complexity and intensity of the behaviors. Students within the tertiary level continue involvement in primary and secondary intervention programs and receive additional supports as well. These supports could include use of full FBA, de-escalation training for the student, heightened use of natural supports (e.g., family member, friends of the student), and development of a Behavior Plan”

Taken from: Wikipedia.com — Positive Behavior Support

District Resources:

Tier Three supports are the most sophisticated of all the behavioral supports and are best implemented within a school culture which is safe, welcoming, and proactive. A number of district resources are available to assist schools in the implementation of Tier Three. Schools interested in building or restructuring Tier Three supports may contact the PBS Coaches for further information. ■

What is important is to keep learning, to enjoy the challenge, and to tolerate ambiguity. In the end there are no certain answers.

— Martina Horner



Tier Three Behavior Supports: *Individual*

□ Functional Behavioral Assessment (FBA) → Behavior Support Plan (BSP)

- Environmental modifications
- Functionally Equivalent Replacement Behaviors (FERBs)
- Curriculum modifications
- Reinforcement system
- Reactive strategies
- Behavior goals
- Communication systems

□ Wrap Around Support

- School-based *network of support*
- Inter-agency collaboration
- Continuous monitoring & feedback

□ District-Based Structured Alternative Settings

- School-wide behavior mgmt. system
 - * proactive supervision/monitoring
 - * Boys' Town SCM (all staff)
 - * on-site community agency personnel: probation, mental health

□ Behavior Emergency Protocols

- Behavior Response Teams
- Victims: physical/sexual assault
- Danger to self and/or others: threat assessment, suicide risk
- Penal violations: violent crime, sexual predators, fire starters

PBS Support Personnel

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