Tools for Schools:

PBIS for Working with Challenging Behaviors

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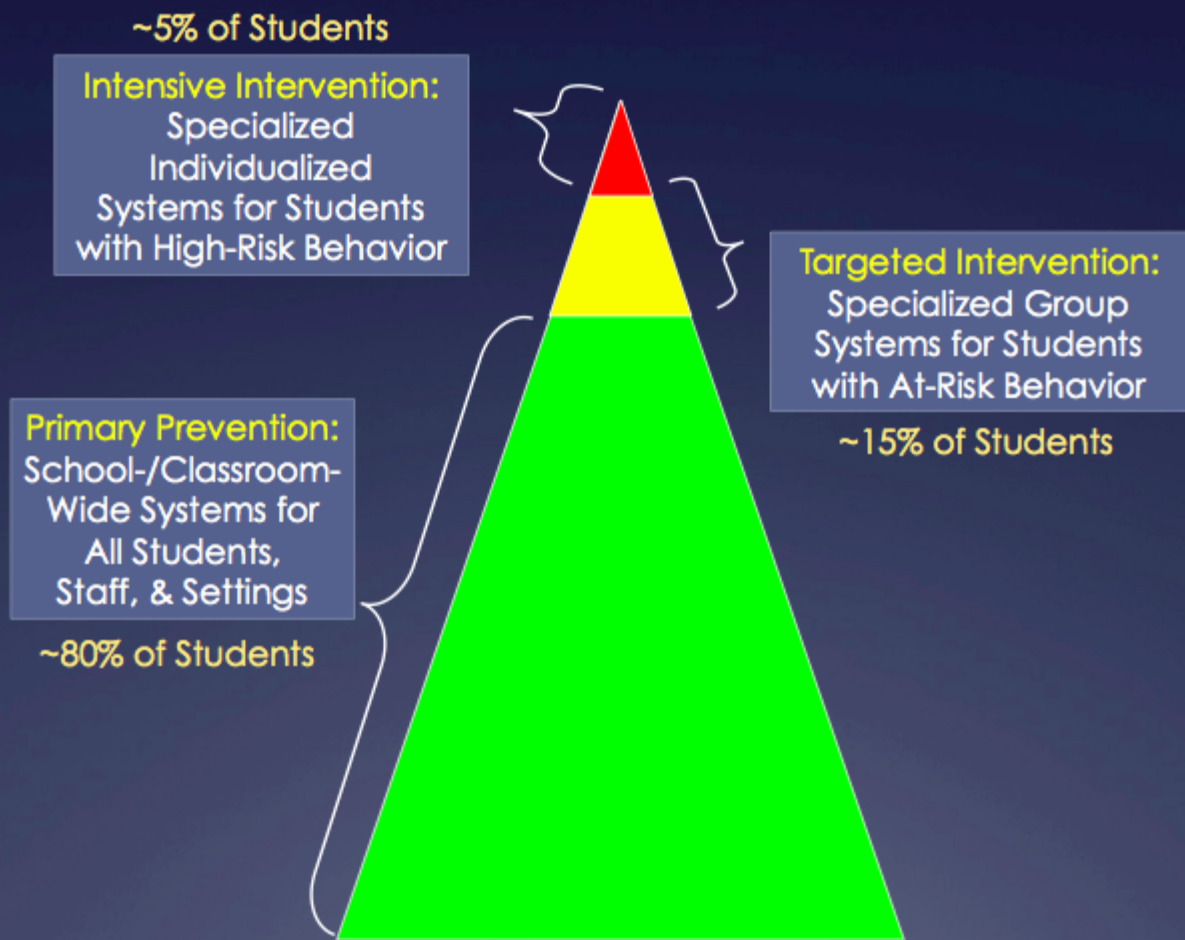School Psychologist
Paradigm Consulting
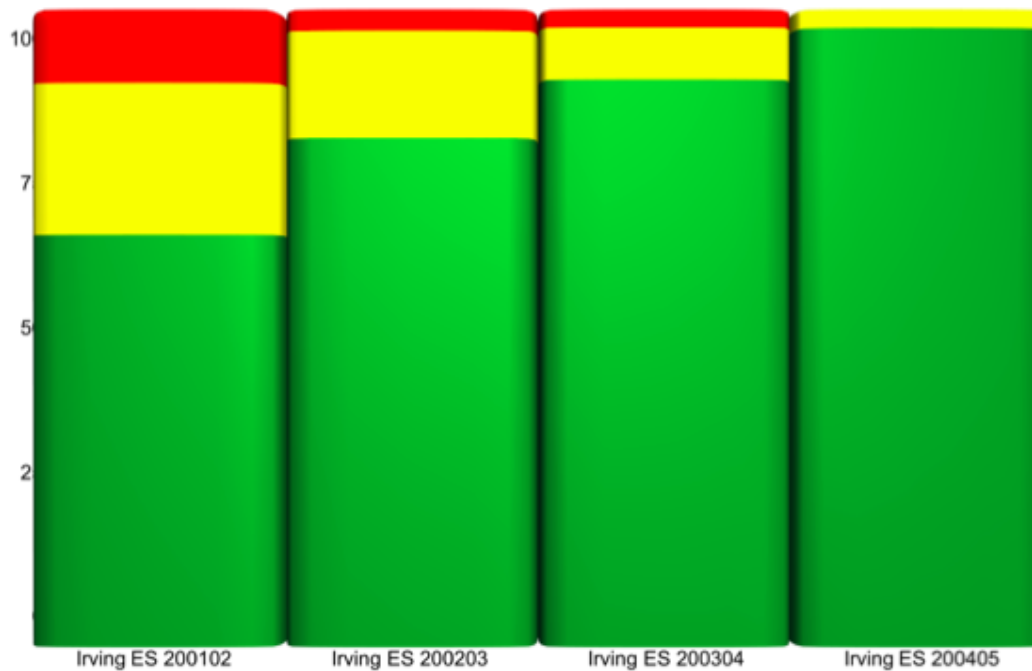
Positive Behavior Interventions
and Supports of Arizona

PBISAz

MULTI-TIERED SYSTEMS OF SUPPORT

Workshop Outline

1. Overview of PBIS and School-wide strategies

2. Essentials of the Individual strategies for more challenging behaviors

3. Resources for implementation

~5% of Students

Intensive Intervention: Specialized Individualized Systems for Students with High-Risk Behavior

Targeted Intervention: Specialized Group Systems for Students with At-Risk Behavior

~15% of Students

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

Positive Behavior Interventions and Supports (PBIS)

Implementation with fidelity looks like this

Primary Components

- ✓ Site leadership team

- ✓ Ongoing collection and use of data for problem-solving and measuring outcomes

- ✓ Define and teach desired behaviors

- ✓ Reinforce positive behaviors

- ✓ Continuum of supports

Sacaton Middle School, AZ

Braves' Expectations

	Be Respectful	Be Responsible	Be Safe
Classroom	• Use courteous & appropriate language • Listen and follow adult directions • Enjoy electronic devices during non-instructional time	• Be prepared • Be on task • Be here & be on time	• Enter/Exit in an orderly fashion • Keep your area organized • Keep hands, feet, & objects to yourself
Outside/ Recreation Areas	• Use courteous & appropriate language • Listen and follow adult directions • Be friendly & include others	• Report problems • Keep area clean • Walk during transition time	• Keep hands, feet, & objects to yourself • Stay in designated areas
Bathroom	• Flush • Respect others privacy	• Take care of facility properly • Leave the restroom as soon as you're finished • Keep surfaces Graffiti free	• Wash hands • Report any problems
Office	• Use inside voice • Wait your turn	• Have a pass • Stay in designated areas	• Enter/Exit in an orderly fashion

SWIS (https://www.pbisapps.org/Pages/Default.aspx)
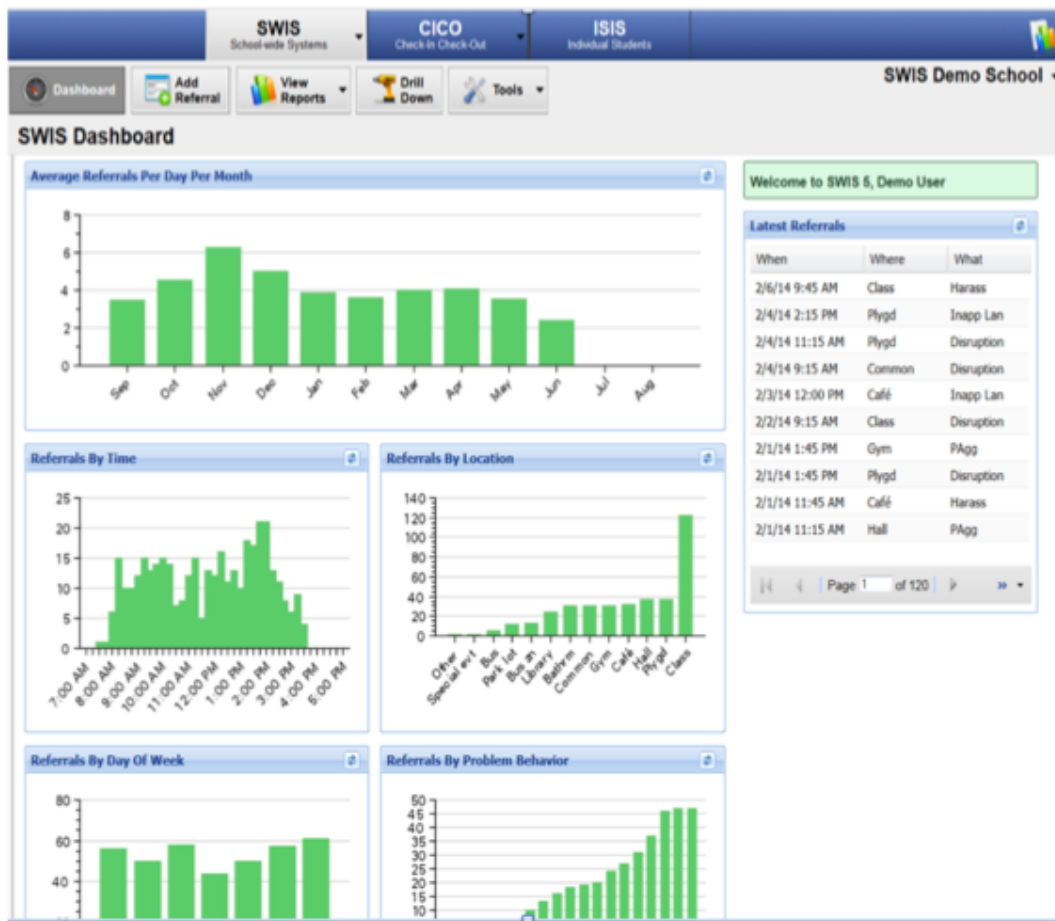
Outcomes: Students, Teachers and School

●Reduction in problem behavior and office discipline referrals

●Reduction in in-school and out-of-school suspensions

●Increase in academic performance

More Outcomes

- Decrease in teacher burnout and increase in efficacy

- Increase in organization effectiveness

- Increase in students' feelings of safety

Individual Strategies:
Functional Behavioral Assessment

When should an FBA be considered?

●When there is a pattern of behavior that impacts with the learning of the student and less intrusive interventions have been unsuccessful

●When there is a pattern of disciplinary issues and especially if a student is nearing 10 days of suspension

●Can be initiated by any member of an IEP team; requires Parent permission to collect data beyond what is existing or what is commonly collected for similar students -or- if it could lead to a change of placement

Consensus is needed on target behaviors:

●The team needs to be in agreement that there are socially significant problem behaviors to target

●The team needs to agree on behavioral labels and operational definitions; observable and measurable

●A few examples...

Operational Definition of Target Problem Behaviors:

Non-example: Off-task behavior
Observable example: Draws pictures during individual or group work times

Non-example: Gets angry
Observable example: Throws objects and tips over furniture

Non-example: Inappropriate language
Observable example: Calls peers inappropriate names or uses profanity towards peers or staff

The Goal Is To Determine Function:

●What maintains the problem behavior?

●All repeated patterns of human behavior serve a purpose

●Sometimes that is easy to determine, sometimes it is complex

●It can be difficult because we are often part of cycle; we are in it

Only 2 Basic Functions

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                    ┌──────────────┐
                    │   Problem    │
                    │   Behavior   │
                    └──────┬───────┘
              ┌────────────┴────────────┐
              ▼                         ▼
      ┌──────────────┐         ┌──────────────┐
      │  Obtain/Get  │         │   Escape/    │
      │  Something   │         │    Avoid     │
      │              │         │  Something   │
      └──────┬───────┘         └──────┬───────┘
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Pos Reinf ➡

Neg Reinf ⬅

Existing aversive condition identified

| Stimulation/ Sensory | Social | Tangible/ Activity |

| Adult | Peer |
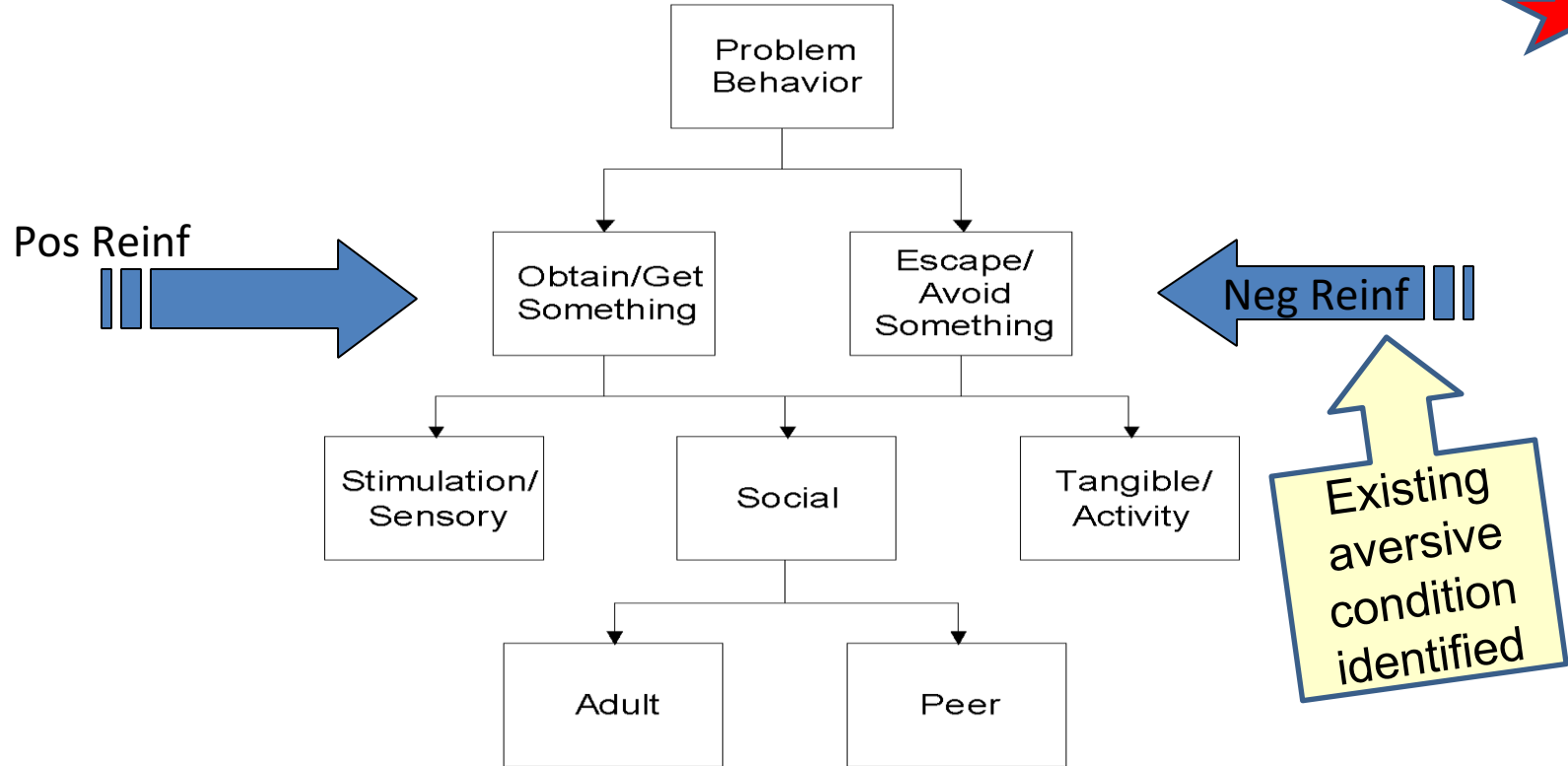
Functional Behavioral Assessment Components:

Baseline Data:

-Must specify target behavior, method and time frame

-Includes more that discipline data

Setting Events:

-Slow triggers that may "set the stage" for the target behavior

Functional Behavioral Assessment Components:

Precursor Behaviors:

-Behaviors or "tells" that may immediately precede the target behavior

Antecedent Events that precede and predict problem behavior:

-Environmental events (fast triggers) that immediately precede target behavior

Functional Behavioral Assessment Components:

Antecedent Events that make problem behavior less likely:
-Environmental conditions present when target behavior is less likely and desired behavior is more likely

Consequences:
-How others (adults and peers) respond immediately following the behavior

Functional Behavioral Assessment Components:

Function:

-Must be supported by research; To access/obtain positive reinforcement (peer or adult attention, tangible, sensory stimulation, activity) or escape/avoid negative reinforcement (tasks, attention, tangibles, uncomfortable stimuli)

Hypothesis:

-Identifies at least the antecedent, behavior and function for each target behavior

Statement of Team Confidence in Hypotheses and Those Contributing to Team Decision Making

We want to collect data, if possible, on all of theses area. Why? So we have lots of options for support.
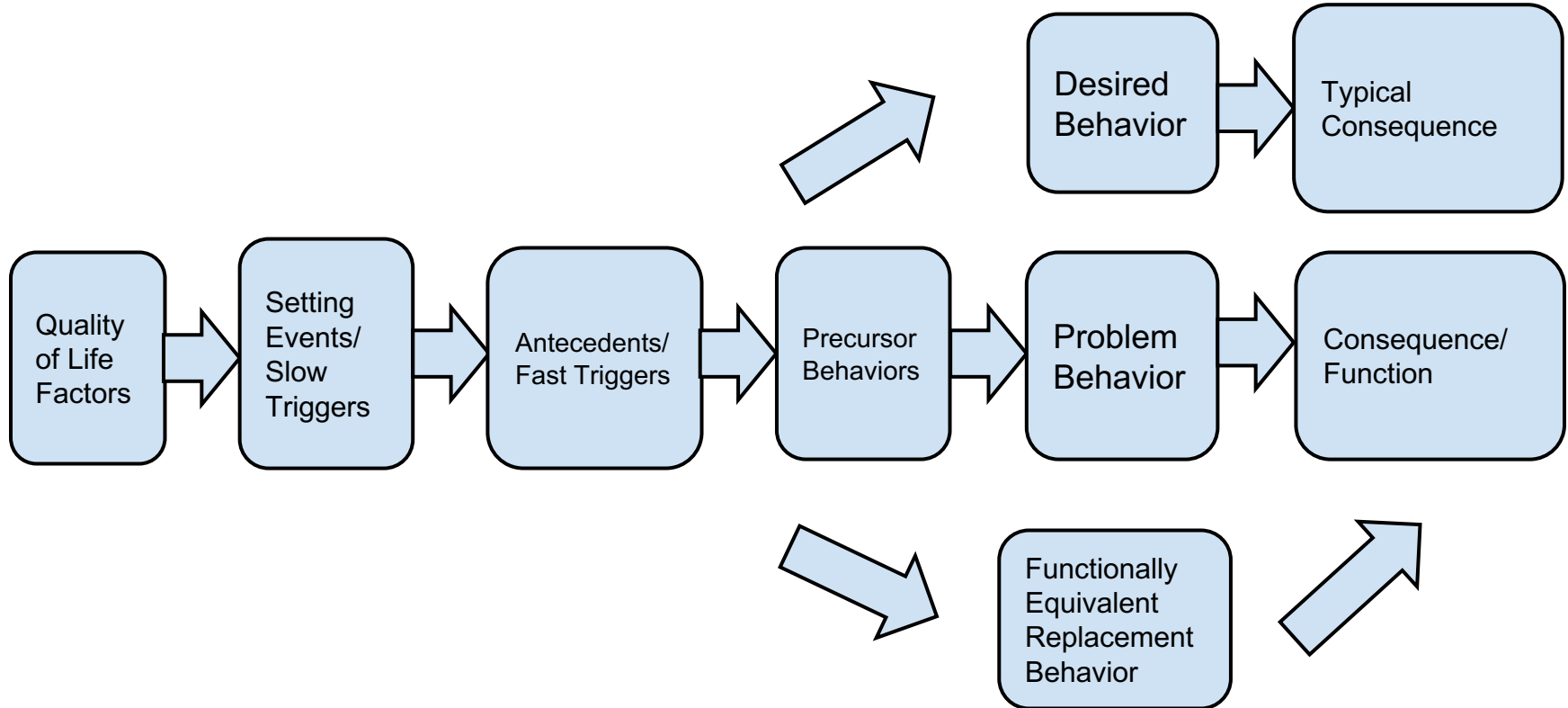
Behavior Intervention/Support Plan Components:

Hypothesis from FBA

Strategy(s) to Modify Antecedents:
-How antecedents will be eliminated or modified to make target behavior less necessary

Socially Valid and Functionally Equivalent Replacement Behavior(s):
-How student will get needs met with behavior that is more socially appropriate

Behavior Intervention/Support Plan Components:

Strategy(s) to Reinforce Replacement Behavior(s):

-How student will be reinforced, considering functional match, for displaying replacement behavior

Strategy(s) to Eliminate Maintaining Consequences of Target Behaviors:

-How others will respond to target behavior to eliminate or reduce reinforcement

Behavior Intervention/Support Plan Components:

Crisis/Safety Plan Considered and Included if Needed:

-What is dangerous behavior and how adults will respond

Plan to Train Adults to Implement:
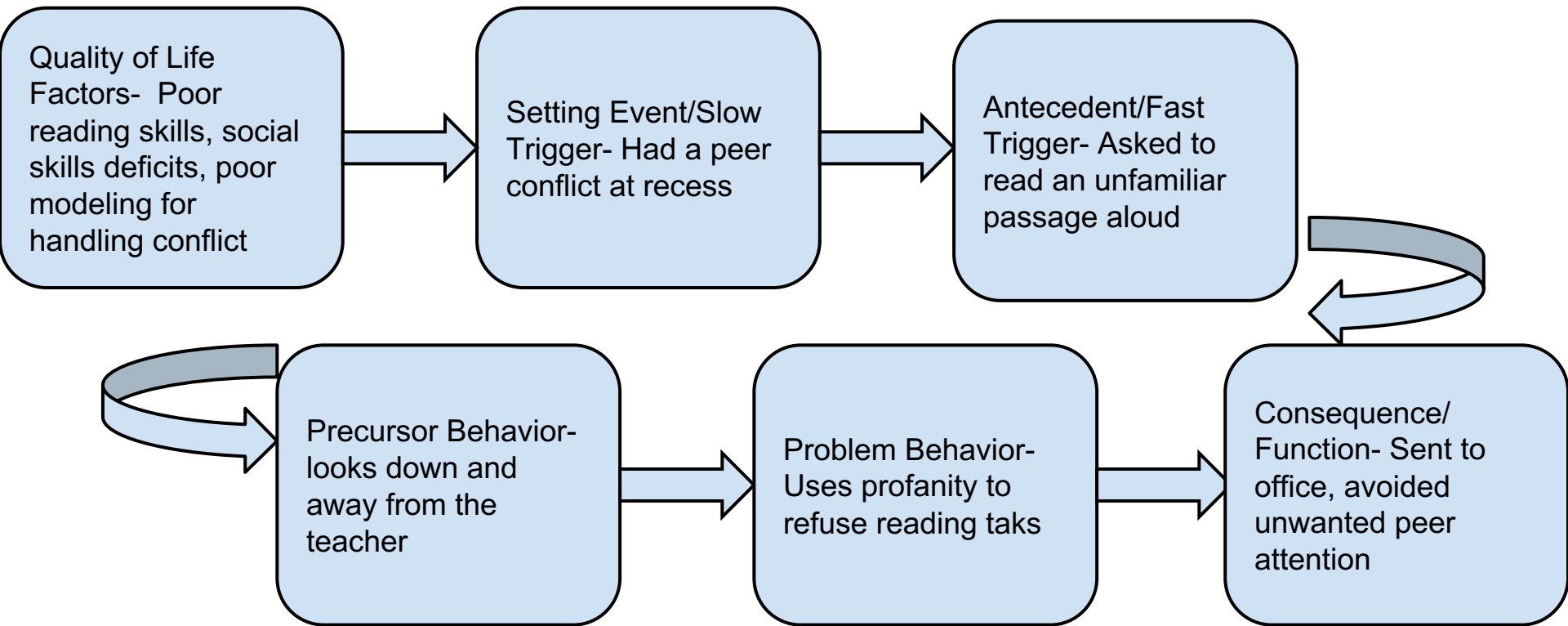
-Identify who will train adults to implement

Behavior Intervention/Support Plan Components:

Plan for Collecting Data on Target and Replacement Behaviors:

-When/how often, who, method and review date

Plan for Collecting Fidelity Data on BIP Implementation:

-When/how often, who, method and review date

```mermaid
flowchart LR
    A[Quality of Life Factors- Poor reading skills, social skills deficits, poor modeling for handling conflict] --> B[Setting Event/Slow Trigger- Had a peer conflict at recess]
    B --> C[Antecedent/Fast Trigger- Asked to read an unfamiliar passage aloud]
    C --> F[Consequence/Function- Sent to office, avoided unwanted peer attention]
    F --> D[Precursor Behavior- looks down and away from the teacher]
    D --> E[Problem Behavior- Uses profanity to refuse reading taks]
    E --> F
```

Quality of Life Factors- Poor reading skills, social skills deficits, poor modeling for handling conflict

Setting Event/Slow Trigger- Had a peer conflict at recess

Antecedent/Fast Trigger- Asked to read an unfamiliar passage aloud

Precursor Behavior- looks down and away from the teacher

Problem Behavior- Uses profanity to refuse reading taks

Consequence/Function- Sent to office, avoided unwanted peer attention

Resources

Web Resources

●PBIS National Technical Assistance Center
http://www.pbis.org/

●Association for PBIS - http://www.apbs.org/

●PBIS of Arizona - http://pbisaz.org/

Welcome to **PBISAz.**

http://pbisaz.org/videos/

Resources for Funding

- Arizona Department of Education – ESS MTBS Grant
- Arizona Department of Education – Character Ed Grant
- Arizona Department of Education – ESSA Title IV (New!)
- Districts/Charters also use – Title I and IDEA funds