CREATING SECURE ENVIRONMENTS & REDUCING YOUTH RISK BEHAVIOR: SCHOOL-WIDE POSITIVE BEHAVIORAL SUPPORTS

CCCI Leadership Team Meeting: Creating a Regional Agenda for our Children

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Comprehensive and Positive Behavioral Supports

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PURPOSE

- National and Local Trends

- Why Schools? Current Reform Efforts

- Brief Overview of Positive Behavioral Supports

- Policy Recommendations

RATIONALE

NATIONALLY

- 21% - 33% of children in Head Start demonstrate significant problem behaviors (Kaiser et al., 2002)

- Children displaying problem behaviors in early childhood are high risk for school failure and later being identified as Emotional Behavioral Disorders (EBD) (Forness et al., 1998)

NATIONALLY

- Problems in adolescent years include:
  - PEER REJECTION
  - DRUG ABUSE
  - DEPRESSION
  - JUVENILE DELINQUENCY
  - DROP OUT

  (Campbell, 1994)

23% of all young Black men who dropped out of HS
(Center for Labor Market Studies, 2009)
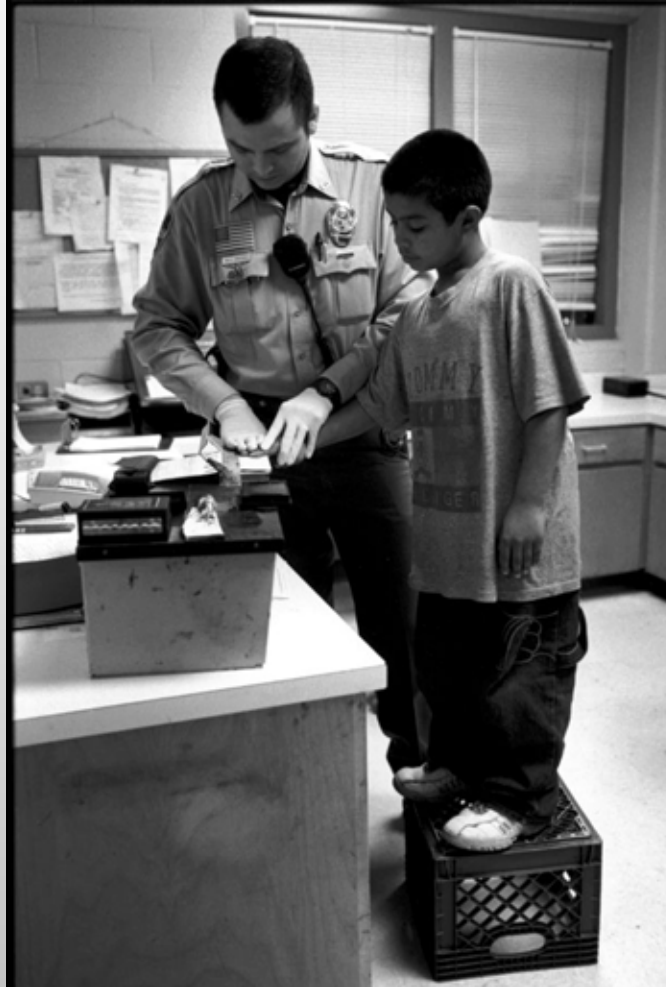
EMOTIONAL BEHAVIORAL DISTURBANCE

❖ **50%** OF STUDENTS WITH EBD WILL DROP OUT OF SCHOOL (Wagner et al., 1991)

❖ Within 3 years, **70%** of students with EBD are arrested (Jay & Padilla, 1987)

EARLY WARNING SYSTEMS
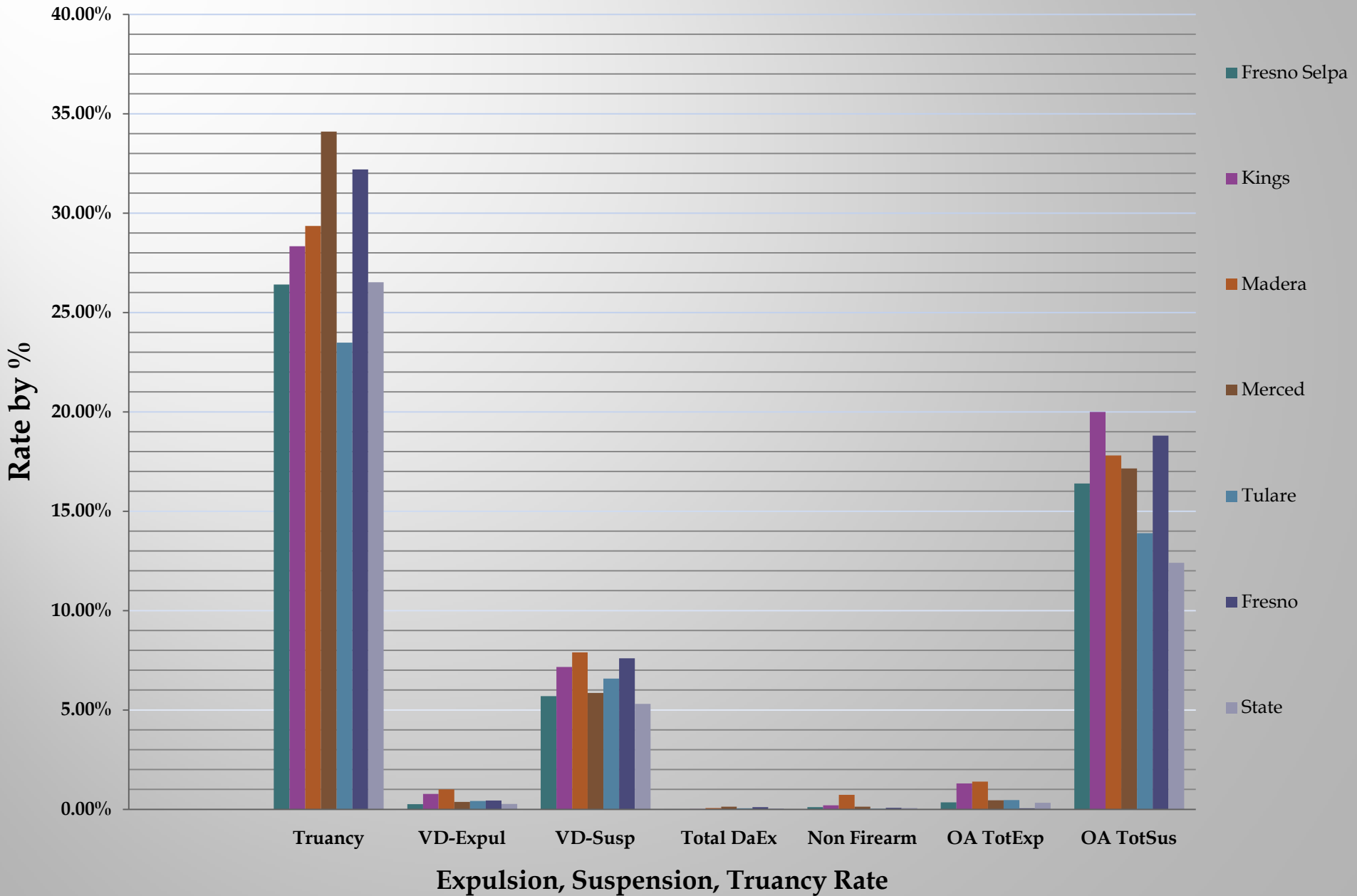
- THREE MOST PREDICTIVE FACTORS

    1. ABSENTEEISM

    2. **BEHAVIORAL PROBLEMS**

    3. COURSE FAILURE

    "Dropouts can be predicted with <u>85% accuracy by 9th grade</u>"
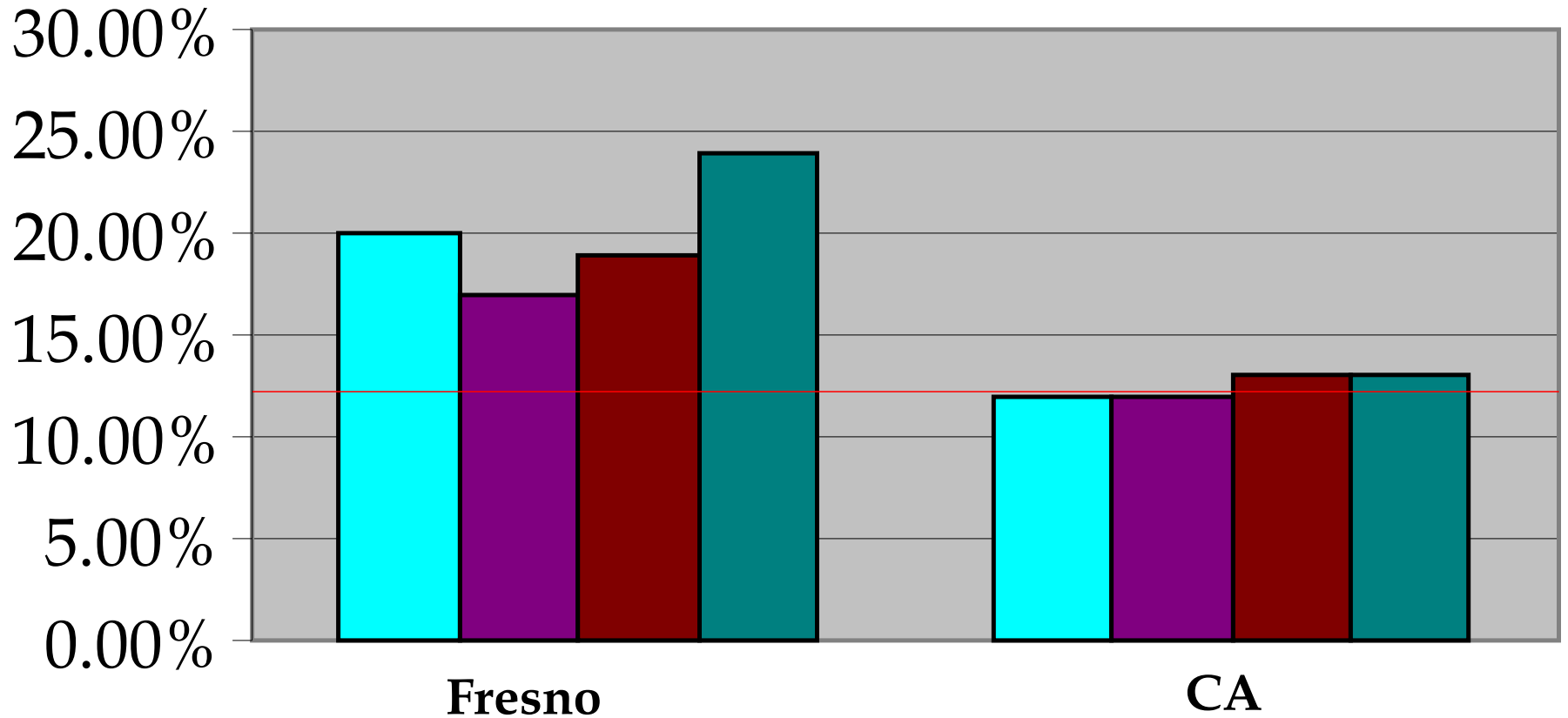
    (Bridgeland, Dilulio, Jr., & Balfanz, 2009)

OUR REGION

Expulsion, Suspension, and Truancy per Enrollment 2008-2009

Fresno County Suspensions for All Offenses 2004 - 2008

Time Cost of a Discipline Referral
(Averaged to 45 minutes per incident)

	1000 Referrals/yr	2000 Referrals/yr
Administrator Time	500 Hours	1000 Hours
Teacher Time	250 Hours	500 Hours
Student Time	750 Hours	1500 Hours
Totals	1500 Hours LOST!	3000 Hours LOST!

University of South Florida, Florida's Positive Behavior Project

"1% - 5% of a schools enrollment…can account for more than 50% of the behavioral incidents handled by school personnel and consume significant amounts of educator and administrator time"

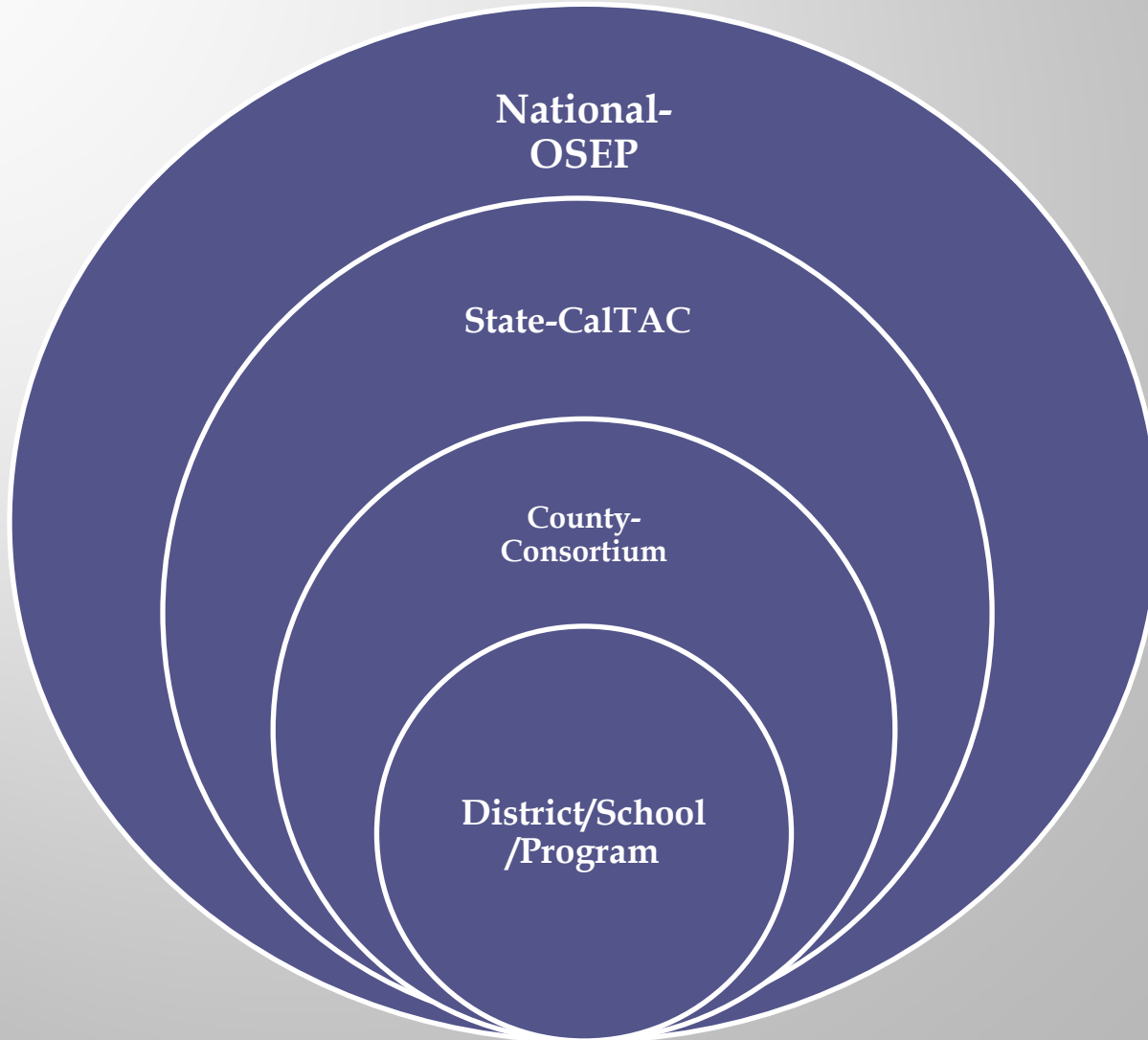Sugai, Sprague, Horner, & Walker, 2000; Taylor-Greene et al., 1997

Positive Behavioral Support Consortium
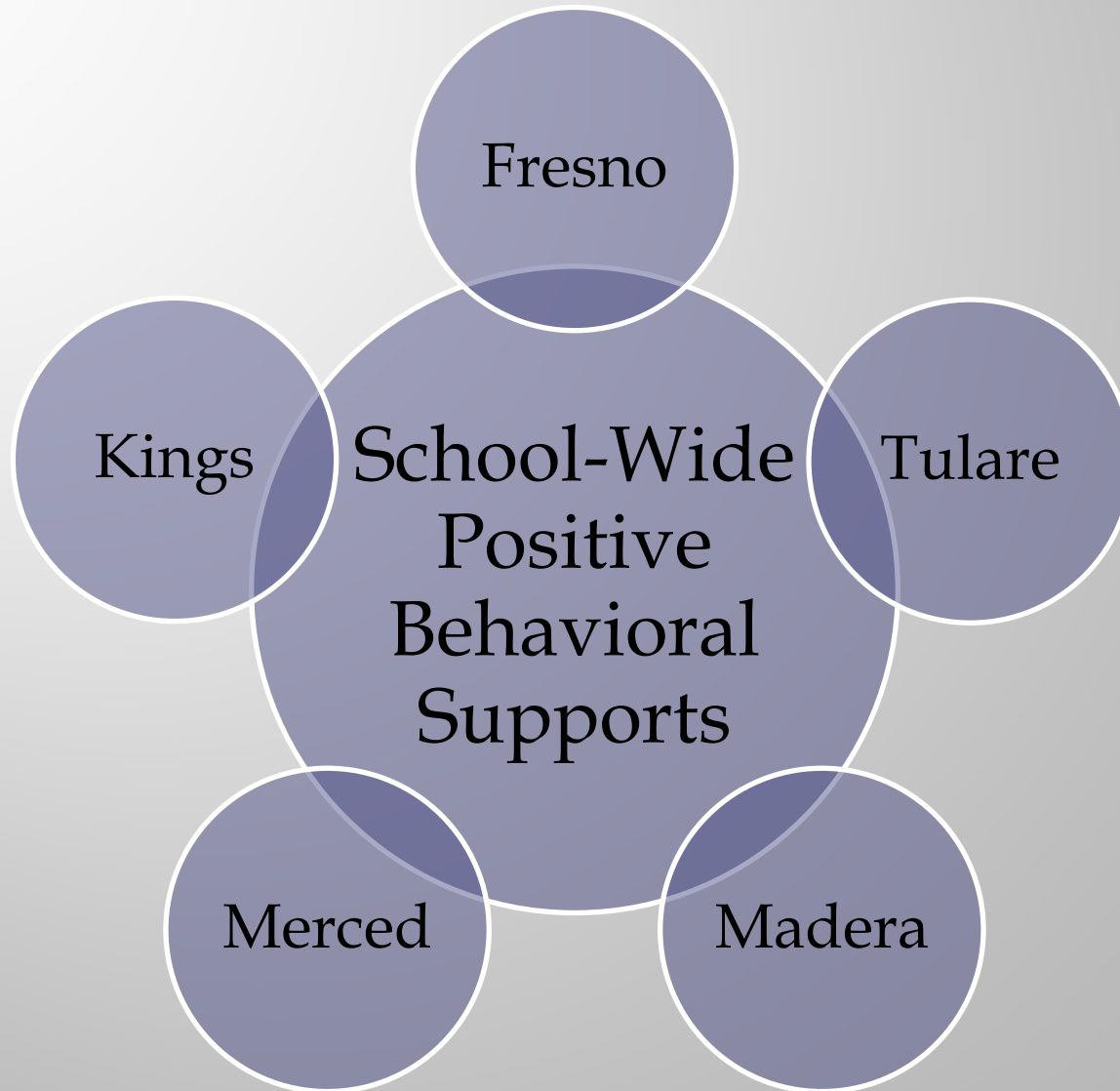
Positive Behavioral Support Consortium

Students

Staff

National-OSEP

State-CalTAC

County-Consortium

District/School/Program

Family

Community

WHAT IS SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT?

- The application of evidence-based strategies and systems to assist schools to:

  1. Increase academic performance
  2. Increase safety
  3. Decrease problem behavior
  4. Establish positive school cultures

  Florida's Positive Behavior Support Project

Designing School-Wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive, proactive

Behavior Systems

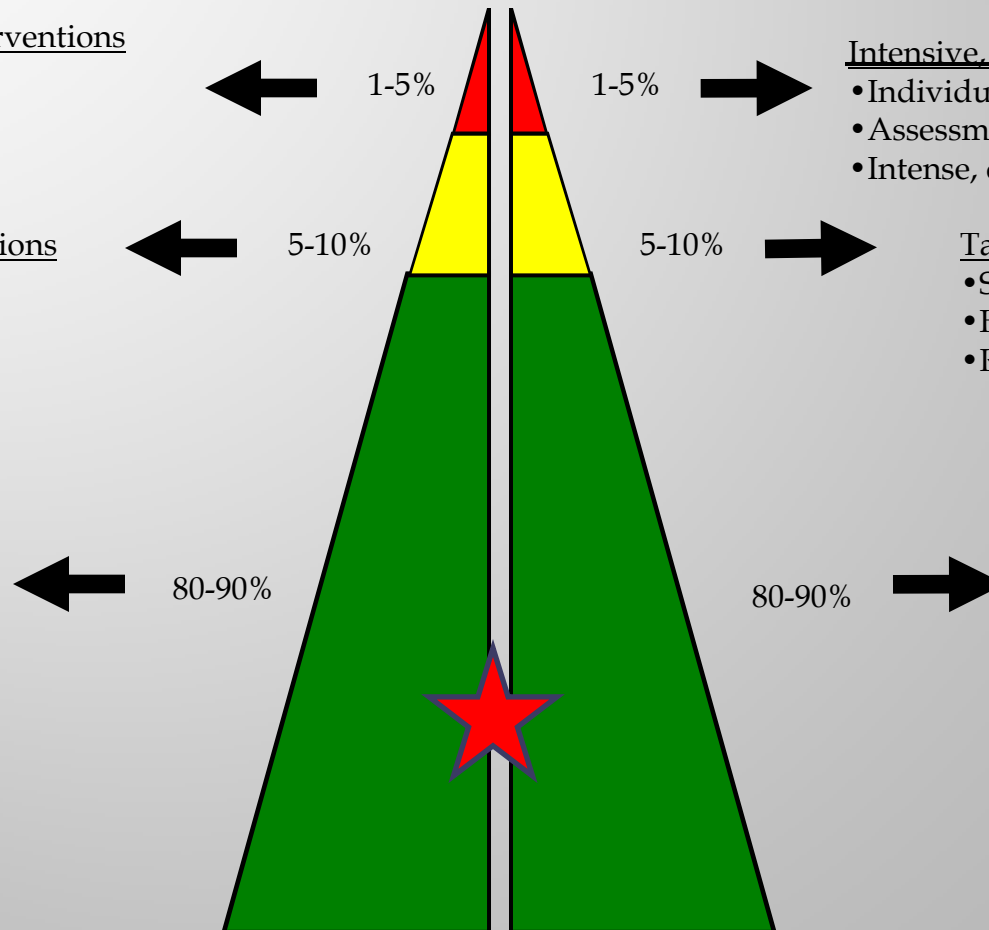Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

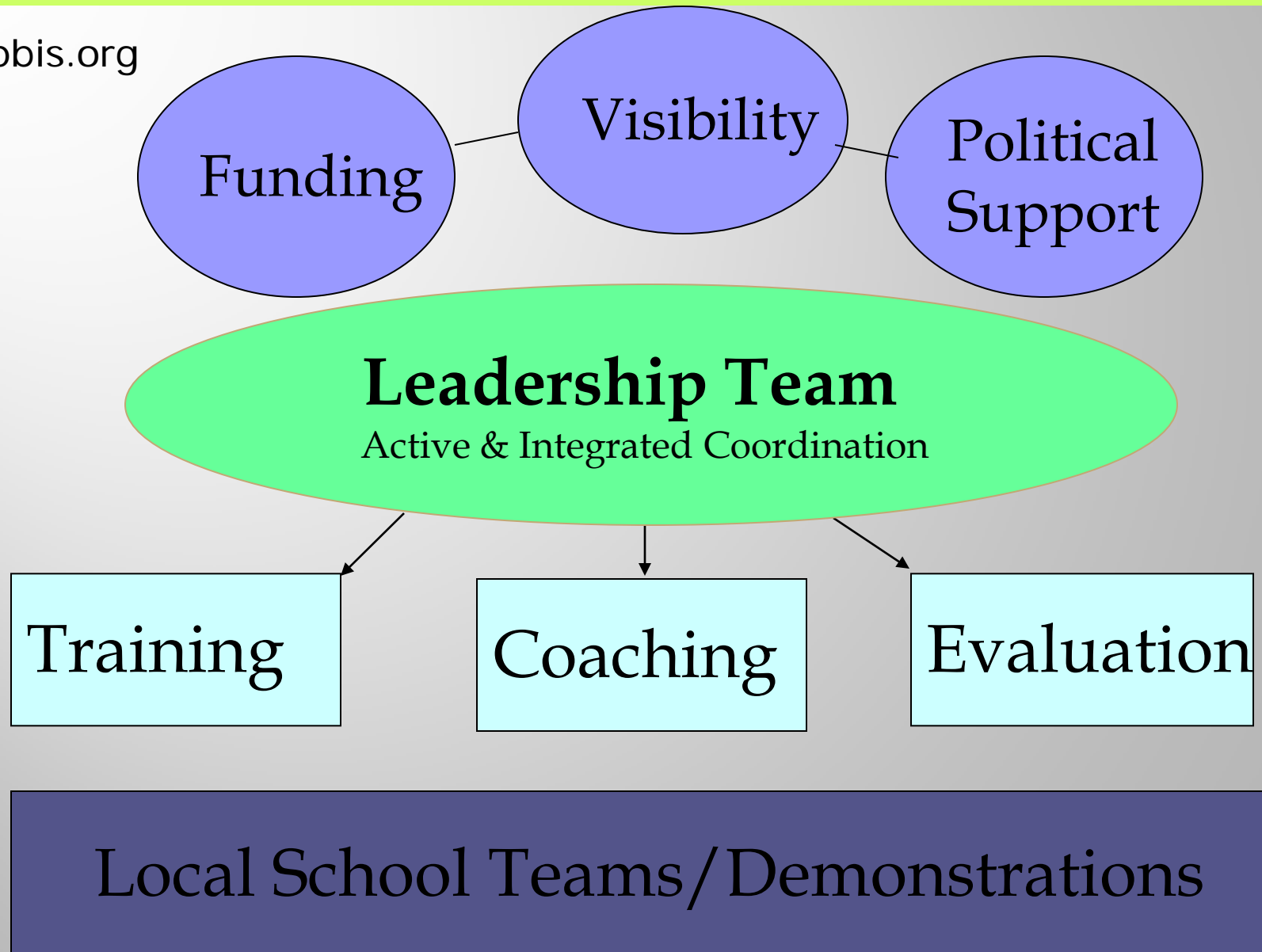Universal Interventions
- All settings, all students
- Preventive, proactive

1-5%   1-5%

5-10%   5-10%

80-90%   80-90%

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions

PBS Systems Implementation Logic

www.pbis.org

Funding

Visibility

Political Support

Leadership Team
Active & Integrated Coordination

Training

Coaching

Evaluation

Local School Teams/Demonstrations

SWPBS Practices

School-wide

Classroom

Non-classroom

Family

Student

OSEP Center on
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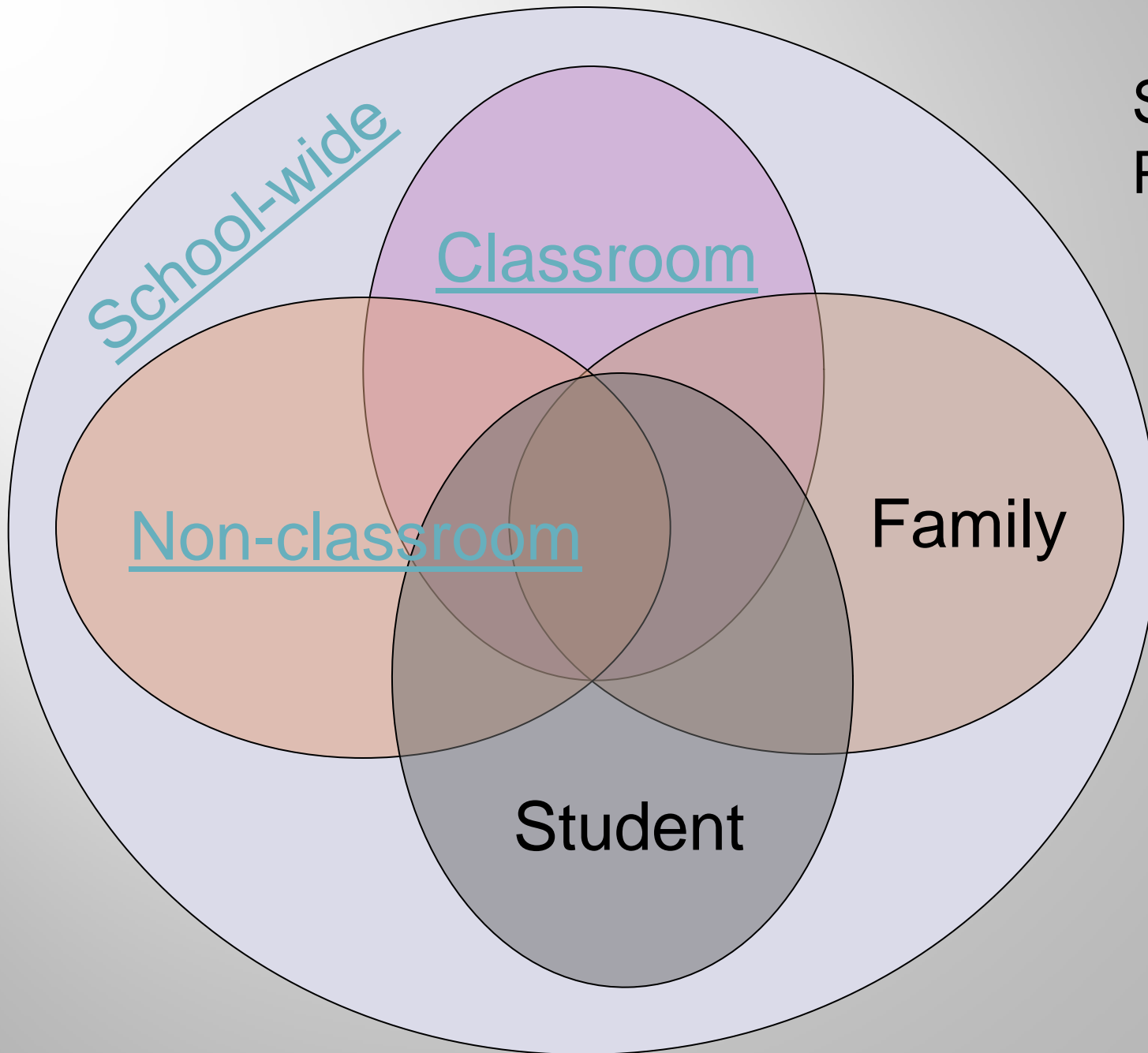
Referrals per Problem Behavior

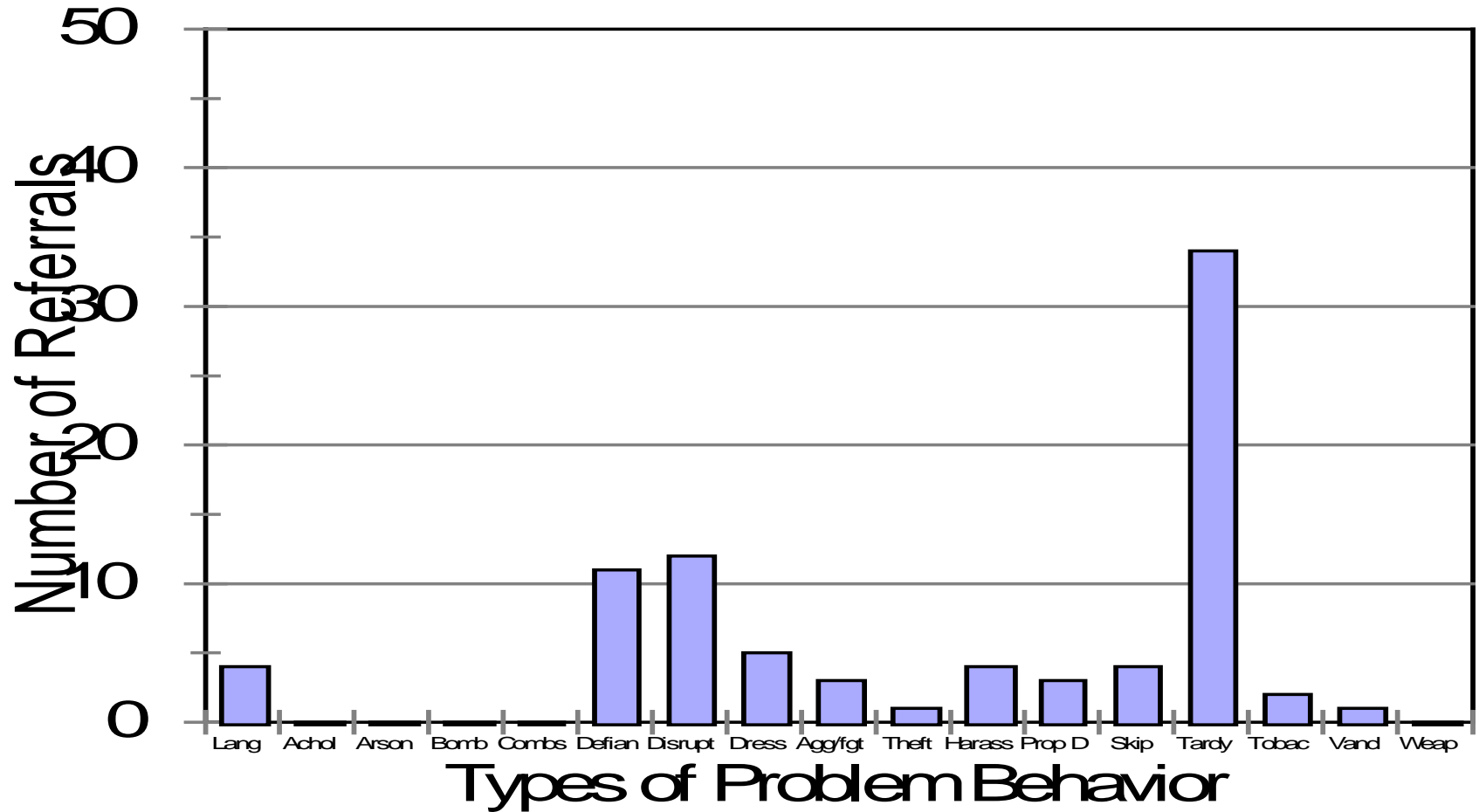Number of Referrals

Types of Problem Behavior

Individual Student

- Behavioral competence at school & district levels
- Function-based behavior support planning
- Team- & data-based decision making
- Comprehensive person-centered planning & wraparound processes
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations

OSEP Center on Positive Behavioral Intervention & Support — Effective School-Wide Interventions

Family Teaching Matrix	SETTING						
	At home	Morning Routine	Homework	Meal Times	In Car	Play	Bedtime
Expectations — Respect Ourselves							
Expectations — Respect Others							
Expectations — Respect Property							

Family

- Continuum of positive behavior support for all families

- Frequent, regular positive contacts, communications, & acknowledgements

- Formal & active participation & involvement as equal partner

- Access to system of integrated school & community resources

Policy Recommendations

I. **School improvement planning** should (a) encompass a framework that embraces a full continuum of interventions and a well conceptualized set of <u>content arenas</u> and (b) delineating standards and accountability indicators for each content arena.

(Adelman & Taylor, 2010)

Policy Recommendations

II.   Regional organizations should dedicated **positions for leadership** of efforts to develop and implement comprehensive systems to ensure interventions for addressing barriers to learning and teaching (Adelman & Taylor, 2010)

Policy Recommendations

IV. Redefine and reframe roles and functions for school-site leadership related to development and implementation of a **comprehensive system** (Adelman & Taylor, 2010).

Policy Recommendations

v. Policy should specify ways for to **weave school** <u>and</u> **community resources** into a cohesive and integrated continuum of interventions over time (Adelman & Taylor, 2010)
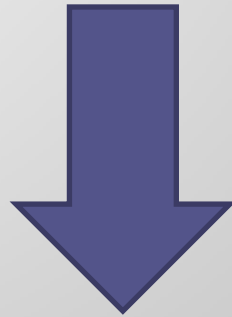
School-wide Positive Behavioral Supports

Main Messages....Invest in

- **Organization (School), County, State Leadership**

- **Outcome-based integration of initiatives**

- **Fidelity implementation of evidence-based practices**

- **Informed culture/context-based policy-practice**

- **Systemic Implementation Logic**

- **Meaningful reinforcement of accomplishments**

"If a child doesn't know how to read, we teach."

"If a child doesn't know how to swim, we teach."

"If a child doesn't know how to drive, we teach."

"If a child doesn't know how to behave, we…

"Why can't we finish the last sentence as automatically as we do the others?"

(Herner, 1998)