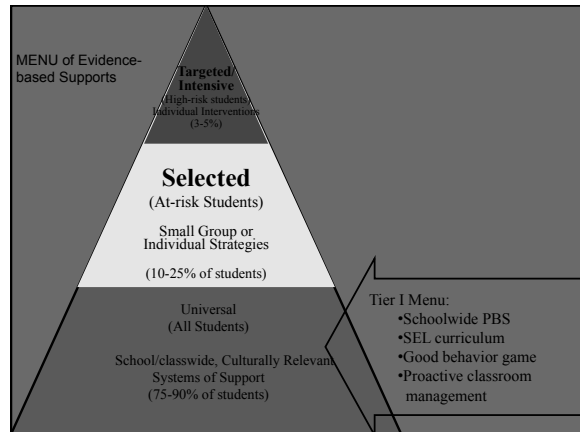


## Universal Prevention, Tier I Supports for ALL Students

Preventing Mental Health Problems and Promoting Social-Emotional and Academic Success  
presented by: Diana Browning Wright


(excerpted from RTI Behavioral Initiatives: Clayton R. Cook & Diana Browning Wright, 2012)



## Primary Prevention



- Population-based approach
  - Examples
    - Diabetes, obesity, cancer
- About preventing the development of mental health problems and school failure
  - Primary prevention
- About promoting social-emotional skills or building resilience
  - Psychological immunization/inoculation

## Public Health Example



**Recommendations for all**

- Balanced diet (leafy greens, protein)
- Exercise
- Stress management

## Recommended Tier 1 Program - Complementary Services

- Schoolwide PBS
  - Teach, model, and reinforce behavioral expectations in all settings
- SEL curriculum
  - Teach self-regulatory behaviors and expose students to big picture concepts
- Good behavior game
  - Classroom-based management system
- Proactive classroom management
  - Seating, rules, instructional activities, transitions, reactive strategy

## Universal Screening of Behavior

- Process of proactively finding the **right customers** for additional support
- Evaluate quality of Tier 1 (universal) support system
- IDEA 2004
  - Screening does not constitute an assessment for special education eligibility; therefore, no need for parental consent



**Structured Teacher Nomination**

**DESCRIPTION OF INTERNALIZING BEHAVIORS:**  
 Internalizing behaviors represent overcontrolled, inner-directed emotional and behavioral problems that cause internal distress or discomfort to the individual. Unlike students with externalizing behaviors, students with internalizing behaviors often go unnoticed by educators because they can be docile, quiet, and still. Nevertheless, the visible signs of a student with internalizing behaviors are (a) withdrawal from social interactions, (b) seems tense or nervous when at school, (c) complains about being sick or hurt yet no medical reason supporting the complaint, (d) seems sad or unhappy, and (e) negative self-talk.

**EXAMPLES AND NON-EXAMPLES OF INTERNALIZING BEHAVIORS:**

| Examples  | Non-examples  |
|---|---|
| <ul style="list-style-type: none"> <li>• Shy</li> <li>• Spends time alone</li> <li>• Seems nervous, fearful, or anxious</li> <li>• Appears sad or unhappy</li> <li>• Talks negatively about self</li> <li>• Disinterested in school</li> <li>• Has pessimistic view about future</li> <li>• Cries at inappropriate times</li> <li>• Easily frustrated and shuts down</li> </ul> | <ul style="list-style-type: none"> <li>• Interacts with others</li> <li>• Spends free time with peers</li> <li>• Seems calm and relaxed</li> <li>• Has a positive attitude</li> <li>• Says nice things about self and others</li> <li>• Highly motivated in school</li> <li>• Has an optimistic view of future</li> <li>• Exhibits normal responses</li> <li>• Persistence through difficult assignments</li> </ul> |

Use the above description of internalizing behavior and the examples and non-examples to reflect on students in your class. Your job is to nominate students in your class who engage in behaviors consistent

**NOMINATION OF STUDENTS WHO MEET INTERNALIZING**

| 1. | Last Name (or ID #) | First Name |
|----|---------------------|------------|
| 2. |                     |            |
| 3. |                     |            |
| 4. |                     |            |
| 5. |                     |            |

**Universal Screening:  
Office Discipline Referrals**

- < 1 – remain in Tier 1, universal supports
- 1-3 ODRs – on the radar
- > 3 ODRs – in need of Tier 2, secondary supports

**Limitations:**

- Unreliable (affected by teacher tolerance levels)
- Reactive
- Ignores internalizers

**BASC-2 BESS  
(Behavioral and Emotional Screening System)**

- **Ages:** Preschool-Grade 12
- **Administration Time:** 5-10 minutes
- Assessment of a wide array of behaviors that represent both behavioral problems and strengths, including internalizing problems, externalizing problems, school problems, and adaptive skills

**Potential screening and data tracking programs.....**

- Review360
  - Psychological Software Solutions
  - <https://www.psiwaresolution.com/pss/home/Default.aspx>
- Aimsweb for behavior
  - Pearson
  - <http://www.aimsweb.com/>
- Schoolwide Information System

**School-Wide PBIS:  
Teaching, Modeling and Reinforcing Universal Behavioral Expectations and Creating a Positive School Culture**

**School-wide Positive Behavior Interventions and Supports (SW-PBIS)**

- Developed in response to the repeated negative effects associated with punitive discipline
  - “Corrective discipline” - Mayer and colleagues
- Teach, model, and reinforce desired, expected behaviors that lead to success inside and outside of school
- Focuses on:
  - Creating common language
  - Teaching expected, desirable behaviors—not simply ousting problem behaviors
    - Help students “code switch”
  - Establishing an environment in which there are consistent expectations
  - Enhancing learning and motivation through the use of contingent positive reinforcement

*Spare the rod...spoil the child*

Don't smile until Christmas!

*He doesn't respect me so I don't have to show respect towards him.*

It's not my job to teach and manage his behavior

Establishing a Positive Social Culture  
Culture = beliefs, customs, and behaviors of a group

A Venn diagram with three overlapping circles. The top circle is labeled 'Common Language', the bottom-left circle is 'Common Experience', and the bottom-right circle is 'Common Vision/Values'. The central area where all three circles overlap is labeled 'MEMBERSHIP'.

Behaviors result from environments

| Focus on Correcting/Ignoring            | Focus on Prompting/Reinforcing    |
|---|-----------------------------------|
| "You are doing it wrong!"               | "Nice try!"                       |
| "What's wrong with you?"                | "You are a great kid!"            |
| "You aren't doing this well enough!"    | "I am glad I am your teacher!"    |
| Critical/Judgmental Tones/Postures      | Positive Attention/Tones/Postures |
| Highlighting failures in front of peers | Compassionate/Supportive          |
| Unstructured                            | Structured                        |

Where would YOU want to be? Where would you want your OWN child to be?

The Components of Schoolwide PBS

1. Clear definitions of expected appropriate, positive behaviors are provided for students and staff members and posted throughout every setting;
  - Does the school have established expected behaviors that are consistent across all settings?
    - Behavioral expectation posters and matrix (visual cues to prompt behavior)
2. Clear definitions of problem behaviors; progressive methods of responding to problem behavior are used consequences are defined for students and staff members;
  - Does your school employ a progressive discipline procedure that ends with office support (not old referral practices)
3. Regularly scheduled instruction *and* assistance in behavioral expectations;
  - Is time allotted at the beginning of and at various points throughout the year to teach and revisit expected behaviors?

The Components of School-wide PBS

4. Effective incentives and motivational systems are provided to encourage students to behave consistent with expectations;
  - Are staff trained to strive for the 5 to 1 ratio?
  - Does the school have a motivation system whereby students can earn rewards or access to privileges?
    - School store with a school-based currency
5. Staff receives training, feedback and coaching about effective implementation of the systems
  - Are staff trained in all the above?
6. Systems for measuring and monitoring the effectiveness your SW-PBS efforts.
  - How does your school intend to measure effectiveness of SW-PBS?
    - Tracking of behavioral incidents that lead to office referral
    - Assess students' opinion about the positivity of the school environment
    - Random spot check of students and staff whether they can say the behavioral expectations and what it looks like to exhibit them

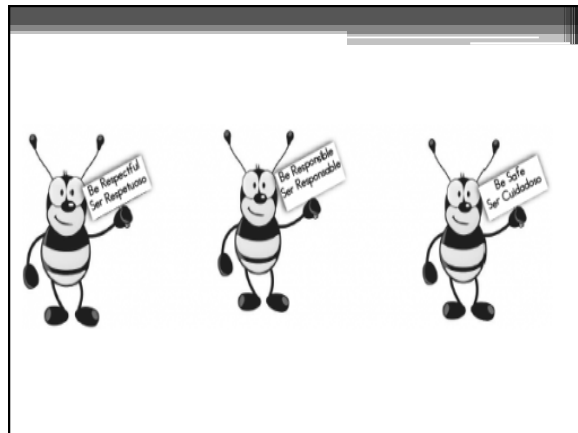
Useful videos

- [Staff video on behavioral expectations](#)
  - <http://www.youtube.com/watch?v=32BsjDVwdIU>
- PBIS.org videos
  - [http://www.pbis.org/swpbs\\_videos/default.aspx](http://www.pbis.org/swpbs_videos/default.aspx)
- School Tube
  - <http://www.schooltube.com/video/14b668172e174cf6a43d/Chichester-Middle-School-Positive-Behavior-Support>
- Mr. Carmona Weebly
  - <http://mrcarmona.weebly.com/will-you-be-a-super-hero.html>



## Be a STAR rules

- **S**afety first
- **T**here and ready to...  
(eat, learn, read, play)
- **A**ct responsible
- **R**espect self and others



## SW-PBS Resources

- Building Effective Schools Together (BEST; Sprague, 2004)
- Effective Behavior and Instructional Supports (EBIS; Sugai et al., 2006)
- Florida Positive Behavior Support Project (Kincaid - <http://flpbs.fmhi.usf.edu/>)
- OSEP Technical Assistance Center - Positive Behavior Interventions and Supports (<http://pbis.org/>)
- Model Program
  - <http://www.modelprogram.com/>

**Social Emotional Learning:**  
**Adopting a curriculum to teach students how to recognize and manage their emotions, demonstrate care and concern for others, and make socially responsible decisions**

## Social Emotional Learning

© 2006 Collaborative for Academic, Social, and Emotional Learning (CASEL)

- Curriculum with a scope and sequence that is devoted to teaching children and adolescents how to be engaged life-long learners who are self-aware, emotionally in control, caring and connected to others, and responsible in their decision-making
  - Lessons are taught 1 time per week for 20 to 40 minutes
- SEL skills taught include:
  - Recognize and manage own emotions
  - Be aware of and compassionate about the feelings and circumstances of others
  - Organize and manage oneself and one's time effectively
  - Develop positive relationships in school, family, community, team, and leadership roles
  - Communicate appropriately and effectively
  - Make responsible decisions, solve problems thoughtfully, and resolve conflicts non-violently
  - Show empathy, active caring and compassion for others
  - Behave ethically, responsibly, and respectfully
  - Avoid negative, high-risk, unhealthy behaviors

## How to implement SEL?

- Implementer** = teacher, counselor, school psych or volunteer
  - Teacher is the ideal implementer
- Location** = classroom (home room, study)
- Time** = 1-2 times per week; 20-40 minute lesson
- Lessons** = scripted lessons that utilize direct instruction approach (tell-show-do)

## Meta-Analysis of School-Based SEL Programs

| Outcome Area               | Post N | Effect Size |
|----------------------------|--------|-------------|
| Social-emotional skills    | 84     | .61*        |
| Academic achievement tests | 27     | .37*        |
| Disciplinary actions       | 26     | .33*        |
| School bonding             | 24     | .32*        |
| Positive social behavior   | 96     | .25*        |

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Effect sizes denoted with \* are statistically significant, p<.05

## PROGRAM RATINGS

Programs with \* in bold are listed in the program and contact information.

| Program Name                 | Year | Grade | Program Type | Program Focus | Some SEL Instructional Practices | Program Ex-RETIREMENT | Implementation Supports | Key SEL Issues | Program Outcomes |
|------------------------------|------|-------|--------------|---------------|----------------------------------|-----------------------|-------------------------|----------------|------------------|
| No. Dads                     | 1997 | K-5   | 120-540      | VP            | VP                               | VP                    | VP                      | VP             | VP               |
| Our Whole Lives              | 1999 | K-12  | 954          | A             | A                                | A                     | A                       | A              | A                |
| Overcoming Obstacles         | 2000 | K-12  | 519          | A             | A                                | A                     | A                       | A              | A                |
| Parents Under Construction   | 1992 | PK-12 | 101-10       | SOC           | SOC                              | SOC                   | SOC                     | SOC            | SOC              |
| Parents' Impact              | 1999 | 1-12  | 548          | A             | A                                | A                     | A                       | A              | A                |
| Positive Thinking Strategies | 1996 | K-5   | 5170         | A             | A                                | A                     | A                       | A              | A                |
| Positive Thinking Strategies | 1996 | K-5   | 5298         | VP            | VP                               | VP                    | VP                      | VP             | VP               |

Key: A = strong, B = promising, C = mixed, D = weak

## SEL Resources

- Collaborative for Social-Emotional and Academic Learning
  - <http://casel.org/>
- Center on the Social-Emotional Foundations of Early Learning
  - <http://csefel.vanderbilt.edu/>
- National School Climate Center
  - <http://www.schoolclimate.org/index.php>
- Maurice Elias' Blog on Edutopia
  - <http://www.edutopia.org/spiralnotebook/maurice-elias>

## Good Behavior Game:

An effective procedure that allows teachers to increase academic engagement and reduce disruptive behavior at times when students are likely to misbehave

## Good Behavior Game

- Group-based behavior management technique to be used at times when students are likely to engage in off-task behavior or act unruly
  - Interdependent group contingency
- 20 independent replications across different grade levels, types of students, and settings
- Prevents substance abuse, antisocial behavior, and school dropout
- Capitalizes on human nature
  - Social influence and competition

## GBG as a “behavioral vaccine”

- Provides an inoculation against the development of mental or behavior disorders
  - e.g., antiseptic hand washing to reduce contraction of common colds or flu
- High need for low-cost, widespread strategy as simple as antiseptic hand washing
- Little time and effort = high likelihood of use

(Embry, 2002)

## Steps to implementing GBG

1. Decide time and setting to implement
2. Identify and behaviorally define inappropriate or appropriate behaviors that earn teams points
  - Golf, football, or combined
3. Identify rewards
4. Teach the students the rules to the game
5. Play the game

## Dealing with Saboteurs

- Exclude them from playing
  - make sure the contingent reward is something they desire
- Put them on the same team
- Include them on a team but don't count their points towards the team
- **IMPORTANT:**
  - Make sure the reward the winning team gets is a reward that the saboteurs want

## Procedural variations of GBG

- Make the value of negative behaviors during most problematic class time worth more
- Golf or basketball
- Identify a team MVP
  - Gets extra reward
- Provide extra incentive for no points (golf) or certain amount of points (basketball)

## GBG Resources

- GBG manual
  - <http://www.jhsph.edu/bin/i/h/gbg.pdf>
- Intervention Central – GBG
  - <http://www.interventioncentral.org/index.php/classroom-mangement/131-good-behavior-game>
- Hazelden Publishing - PAX Good Behavior Game
  - <http://www.hazelden.org/web/public/pax.page>

## Proactive Classroom Management:

A host of proactive strategies that teachers can implement to prevent the occurrence of problem behaviors and create a classroom environment that is conducive to learning

## Two Main Variables for Learning

- Time devoted to instruction (TDI)
  - How much time throughout the day is devoted to learning activities
    - Direct instruction, small group activities, independent seatwork
- Academic engaged time (AET)
  - Learning does not occur if the student is not paying attention (NO DUH!)

## The Numbers: Increasing TDI or AET

- 5 hours of possible instruction per day (300 minutes)
- Engage in efforts to increase TDI and/or AET
  - Increase by:
    - 5 minutes per day = +25 minutes per week; +15.8 hours for year
    - 10 minutes per day = +50 minutes per week; +30.6 hours for year
    - 15 minutes per day = +75 minutes per week; +46.4 hours for year
    - 30 minutes per day = +150 minutes per week; +92.8 hours for year

## Why is it more difficult to manage the Behavior of a Group than an Individual?

- More of them and only one of
- Difficult to please everyone a
  - Diverse motivations, interest levels
- Peer contagion
- People do things in the context that they would never do alone



## Proactive Classroom Management

- Components of proactive management:
  - Strategies and techniques implemented before behavior problems occur—instead of reacting to behavior problems
  - Goal is to increase:
    - time devoted to instruction and
    - academic engagement time
  - Focuses on group management rather than individual student

## 16 Proactive Classroom Management Strategies

1. Organizing a productive classroom
2. Intentionally developing positive relationships with all students in the class
3. Positive greetings at the door to precorrect and establish positive climate
4. Classroom rules/expectations and procedures are visible and known by every student
5. Transitions are managed well
6. Independent seatwork is managed and used when needed
7. Communicating competently w/ students
8. Teach, model, and reinforce prosocial skills
9. Teacher proximity
10. Motivation system to reward desirable behavior
11. Goal setting and performance feedback
12. Visual schedule of classroom activities
13. Effective cuing systems to release and regain attention
14. 5 to 1 ratio of positive:negative interactions
15. Smiling and positive affect
16. Frequent opportunities to respond



## #1 Proactive Classroom Management Tactics

1. Organizing a productive classroom
  - All students can see instruction without having to strain or is effortless to pay attention (i.e., look forward)
  - Students do not face traffic areas (distractibility)
  - Problem students are not seated next to one another
    - Seating arrangement is like a starting line-up—giving you the best chances of winning (high engagement and low disruption)
  - Easy to walk without disruption
  - Seating rows with paired desks instead of tables
    - Reduces disruptive behavior (Whedall et al., 1981)
    - Increases academic productivity (Bennett & Blundell, 1983)

## #2 Proactive Classroom Management Tactics

- Strategically building and sustaining positive relationships with students
  - Intentionally get to know a certain number of students each week until you connect with every student
  - Have students complete sentence completion worksheets to learn about them
    - Hobbies, pets, family, favorite foods, etc.
  - Model care, respect, and concern for all students' well being



## #3 Proactive Classroom Management Tactics

- Positive greetings at the door to establish a positive classroom atmosphere and precorrect problem behavior
  - Positive verbal or non-verbal interactions with students as they walk into the room
  - Precorrect individual students or all students by reminding them of the expected behaviors
  - Establish momentum to the positive behaviors you want to see

## #4 Proactive Classroom Management Tactics

- Classroom rules and procedures
  - Establish clear rules and procedures at the beginning of the year
  - Have students participate in developing rules
    - Self-government
  - Review rules periodically
  - Reinforce rule abiding behaviors
  - Response cost rule violating behaviors

## #5 Proactive Classroom Management Tactics

- Managing transitions
  - Establish procedures for transitions
  - Practice transitions and provide feedback
  - Reward and praise students for successful transitions
  - Beat the buzzer
  - Example:
    - 1) Move quietly; 2) Put books away and get out what you need; 3) Move your chair quietly; 4) Keep your hands and feet to self; 5) Wait quietly for next instruction

### #6 Proactive Classroom Management Tactics

- Managing independent seatwork
  - Independent seatwork is associated with lower rates of engagement and student achievement than teacher-led activities
  - Clear expectations
  - Have backup assignment/activity for those who finish early
  - Peer-assisted assignment correcting

### #7 Proactive Classroom Management Tactics

- Communicating competently w/ students
  - Praise, encouraging feedback, empathy statements and smiling
  - Delivering effective praise:
    - Contingency
    - Specificity
    - Sincerity
  - Delivering effective reprimands or corrective statements
    - Brevity
    - Non-emotional
    - Non-threatening, soft voice
    - Proximity

### #8 Proactive Classroom Management Tactics

- Teach and model behavioral expectations and prosocial skills (SW-PBS)
  - Set aside time to teach prosocial skills for success in the classroom
    - Sharing, listening, waiting turns, question asking
    - Provide examples/non-examples
  - Catch' em being good
    - aka – behavior specific praise

### #9 Proactive Classroom Management Tactics

- Teacher proximity & mobility
  - Teacher movement throughout the classroom increases attention and academic engagement
  - Proximity control reduces challenging behaviors in students (i.e., being near students who are beginning to engage in off-task behavior)
    - “Teach like the floor is on fire”
      - Can't stand in the same spot for long before your feet get burned

### #10 Proactive Classroom Management Tactics

- Motivation System
  - System of delivering rewards or contingent access to desired activities or privileges based on performance
  - Allows students to receive payoff for maintaining on-task behavior
  - Helps students who are not inherently good at or motivated to do academic tasks

### #11 Proactive Classroom Management Tactics

- Goal setting and performance feedback
  - Establish a reasonably ambitious behavioral goal for each student
  - Deliver periodic feedback to the students based on their progress toward goal attainment
  - Reward the individual students and/or entire class for meeting preset goal

## #12 Proactive Classroom Management Tactics

- Visual schedule posted of daily activities
  - Students know what to expect
  - Students know when to expect which activities
  - Students know how much time will be devoted to each activity
  - Students can better self-manage their behavior and time

## #13 Proactive Classroom Management Tactics

- Effective cueing systems to release and regain control
  - Develop signals that release and regain attention
    - Avoid shouting or using the light switch
  - Utilize students themselves as a way to prompt and regain attention from other students
    - "If you can hear me raise your hand."
    - Clap three times...snap three times

## #14 Proactive Classroom Management Tactics

- 5 to 1 ratio of positive to negative interactions
  - Positive interactions consist of words, gestures (thumbs up), or physical contact (pat on the shoulder, high five) that have a positive quality to them and are delivered contingent on desirable behavior
    - Helps students learn expected behaviors and teachers build stronger relationships with students
  - Reprimands or corrective statements work better in the context of a positive, reinforcing environment

## #15 Proactive Classroom Management Tactics

- Smiling and being nice
  - Independent studies have demonstrated that students who have teachers who smile and demonstrate a positive affect are more likely to:
    - Report that boring lessons are more interesting and engaging
    - Rate visual and auditory stimuli as more useful for learning
    - Say that bland drinks and food fed to them are more tasty

## #16 Proactive Classroom Management Tactics

- Numerous and frequent opportunities to respond
    - Increases participation/on-task behavior.
    - Higher the rates of responding are correlated with higher academic success.
    - Decreases off-task behaviors (e.g., talking, touching others, throwing objects, etc).
    - Allows the teacher to monitor the performance of all student' s and thus adjust instruction accordingly.
      - Choral responding, random solicitation of response (sticks), dry erase boards, technology response, think-turn-talk (pair-share)
- <http://www.youtube.com/watch?v=15F10nWdmHQ&feature=related>

## Progressive Response to Problem Behavior: PROMPT Method

- The aim is to begin with less intrusive and intensive tactics and progressively use more intrusive and intensive tactics to respond to and correct the problem behavior.
- **P**roximity control and mobility
- **R**edirection tactic
- **O**ngoing **M**onitoring to reinforce desirable behavior
- **P**rompt desirable behavior with clear command
- **T**eaching interaction to deliver consequence

## De-escalation Strategies

- Do not intimidate the student (get on the student's level)
  - Your eye's below the student's
- Use a calm voice
- Fewer words the better
- Non-threatening body posture
  - Do not stand over the student
  - Stand to the side
- Caring statements
  - Empathy, perspective-taking, encouragement
- Give the student a way out
  - Alternative activity, "Not now, later," "why don't you take a break and get some water"
- Avoiding shaming, ridiculing, and/or embarrassing the student