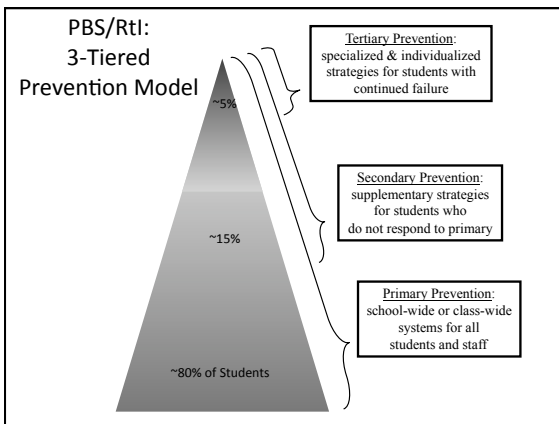
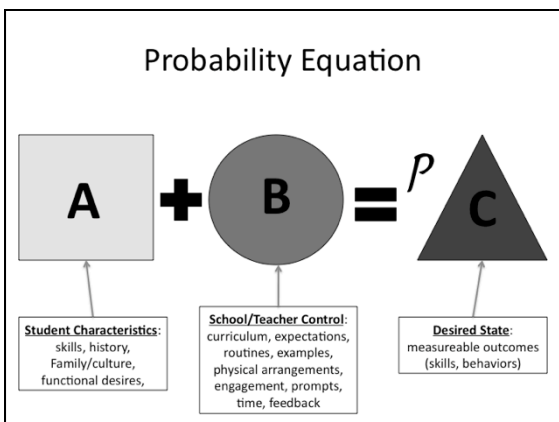
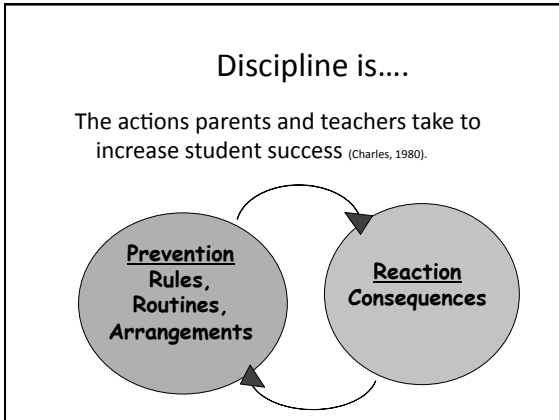


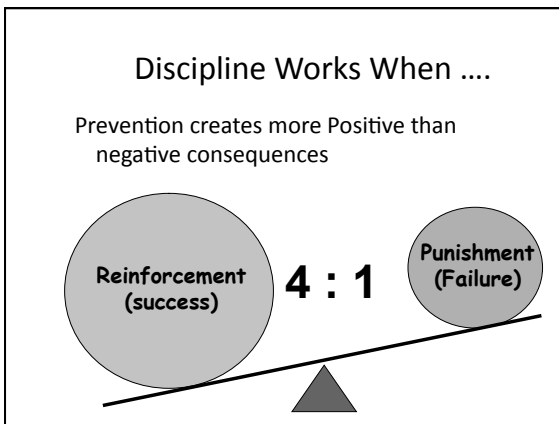
**Intervention and Probability:
Creating Effective Systems**

Terrance M. Scott
University of Louisville









**Predicting Problems:
Academic and Behavior
Connections**

Middle School Associations: Academics and Behavior

(Fleming, Harachi, Cortes, Abbott, & Catalano, 2004)

Predictor	Outcome
Higher reading scores in middle of elem school & those whose scores increased between 3rd-6th grade	Significantly less problem behavior in 7th grade

Logical Solutions (realistic?): The Research

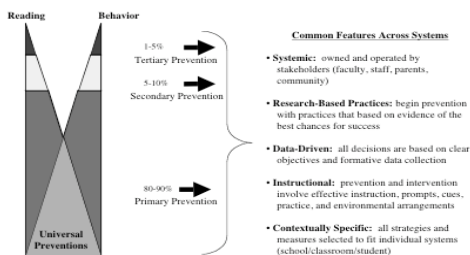
Reviews of over **800** studies involving *children with the most challenging behaviors*
(Gottfredson, 1997; Lipsey, 1991; 1992; Tolan & Guerra, 1994; Elliott, Hamburg, Williams, 1998)

the largest intervention effect-sizes for:

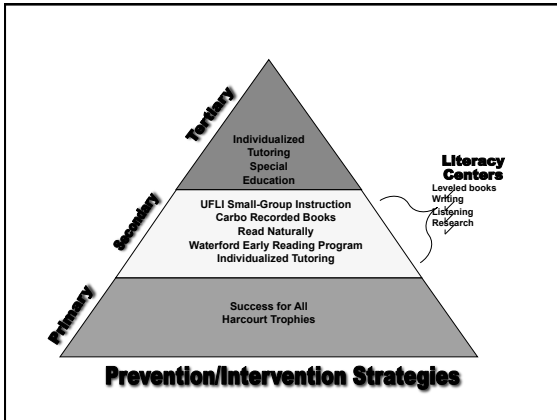
- ☺ **teaching social behaviors in context**
teach *specific* skills using effective explicit instruction
- ☺ **consistent contingencies (pos⁺ & neg⁻)**
consistent and effective use of reinforcement/punishment
- ☺ **academic success**
effective explicit instruction (reading!!)

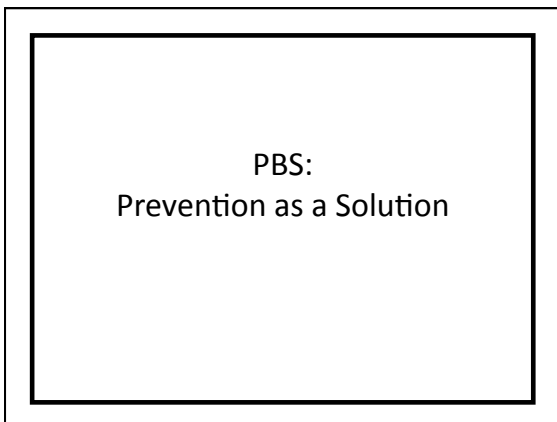
Project PASS: Goals

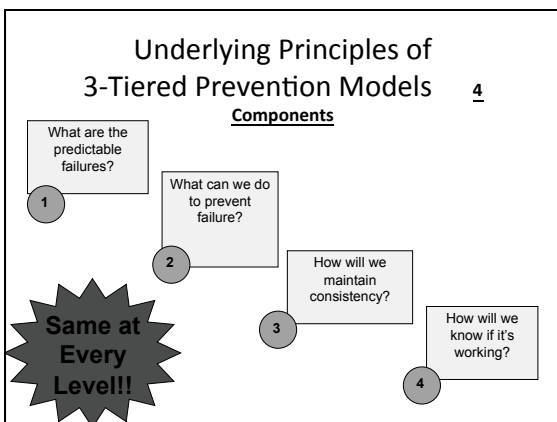
Combined Reading and Behavior Prevention Systems



(Scott & Lane, 2001 - adapted from Sugai & Horner, 2000)







PBIS “Big Ideas”

- PBIS is not a curriculum - it is a **framework** for systems to identify needs, develop strategies, and evaluate practice toward success
- The goal of PBIS is to establish **host environments** that support adoption & sustain use of evidence-based practices
(Zins & Ponti, 1990)

Potential Solutions

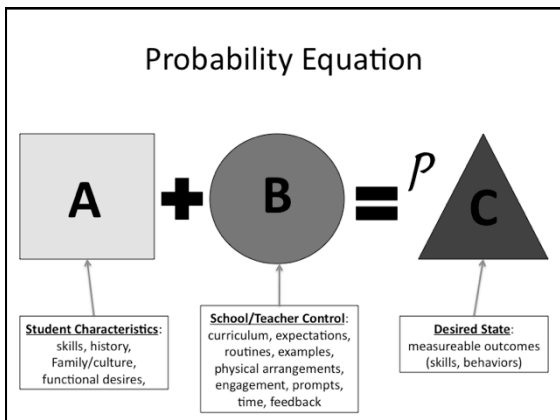
Logical = would work if done by all

Realistic = can reasonably be done by all

- **Just because it's logical doesn't mean it's realistic**
- **Just because it's realistic doesn't mean it's logical**

Intervention and Probability: School-Wide Systems

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When is a “practice” ready for Investment

- **Evidence-based (i.e., it’s gotta work!!)**
 - Research-based documentation of relationship between practiced and impact published in peer-reviewed journal
 - Emerging → Promising → Evidence-based
- **Efficiency (i.e., it’s gotta be simple!!)**
 - Minimal additional resources necessary

Examples

Middle School
-everywhere

High School
-tardies

Elementary School
playground

Prevention Strategies

- Rules
 - agreed upon by team - willing/able to enforce
 - posted, brief, positively stated
- Routines
 - avoid problem contexts, times, groupings, etc.
 - consistent
- Physical Arrangements
 - clear physical boundaries
 - supervision of all areas

Predictable Problems Summary

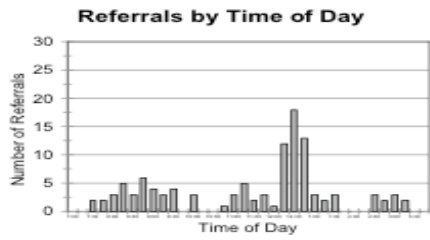
Lunchroom			
When	Who	What	Why
At arrival/dismiss During lunch	All	Running, yelling, pushing, messes, poor manners, no clean-up, loud	-Slow transitions mean back-ups -Table to lunch rush -Inconsistent lunchroom aid tolerance
Field			
When	Who	What	Why
Lunch Free Time	Boys - older	Fights, smoking, rock throwing, snowballs	Insufficient supervision, no clear boundaries

LIBERTY MIDDLE SCHOOL PBS TEACHING MATRIX
Liberty Students Are Respectful, Responsible, and Right On Time



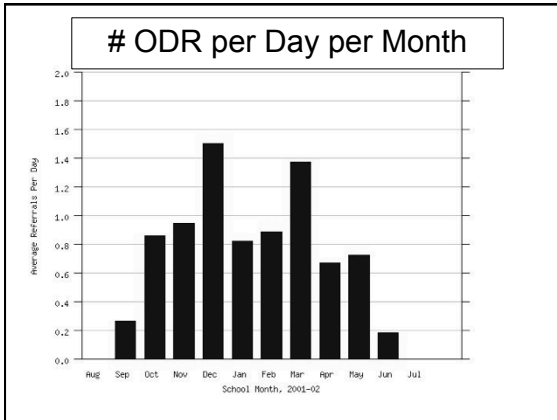
	Definition	Cafeteria	Locker Pod	Hallways	Bus	Classroom
RULES/EXPECTATIONS	Respectful	Treat others as you want to be treated.	-Be courteous -Stay in line -Do as adults tell you	-Be courteous -Keep area clean -Close your locker gently	-Use appropriate voice and language -Move through the hallways safely.	-Be courteous -Do as adults tell you
	Responsible	Be accountable for your actions.	-Walk to the lunch line and tables -Clean up after yourself -Return your assigned clean to dishes	-Use your own locker -Keep your personal items locked up -Follow decorating procedures	-Walk on the right and keep moving	-Stay seated -Clean up after yourself -Follow all bus rules
	Right on Time	Always be on time.	-Use assigned route to the cafeteria -Arrive on time	-Budget your locker time	-Punctual to class promptly with your own materials	-Be punctual to your bus stop -Proceed directly to bus after dismissal

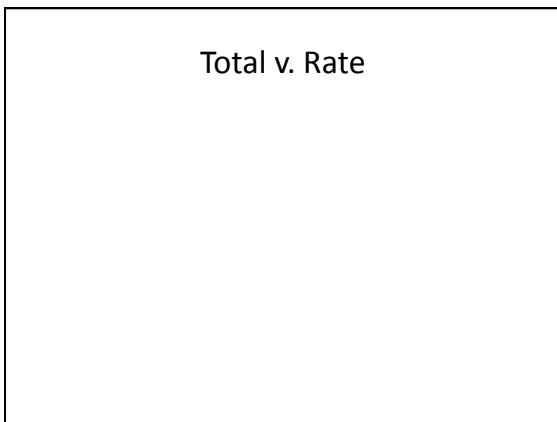
When?

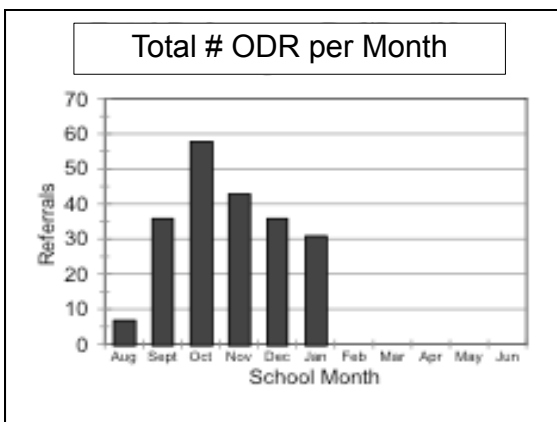


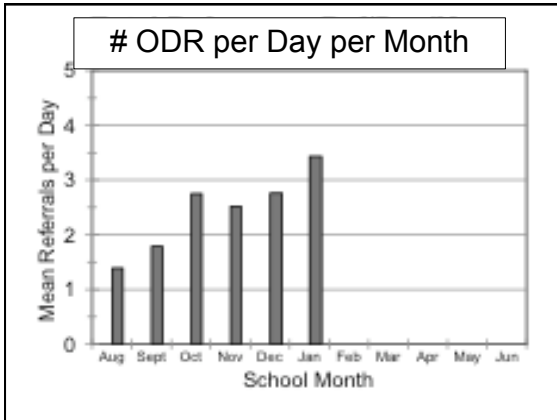
Tables versus Graphs

Year	Month	Num of Days	Num of Referrals	Avg Referrals Per Day
2001	Aug	0	0	0.00
2001	Sep	19	5	0.26
2001	Oct	21	18	0.86
2001	Nov	18	17	0.94
2001	Dec	14	21	1.50
2002	Jan	22	18	0.82
2002	Feb	17	15	0.88
2002	Mar	19	26	1.37
2002	Apr	21	14	0.67
2002	May	18	13	0.72
2002	Jun	11	2	0.18
2002	Jul	0	0	0.00
Totals:		180	149	0.83



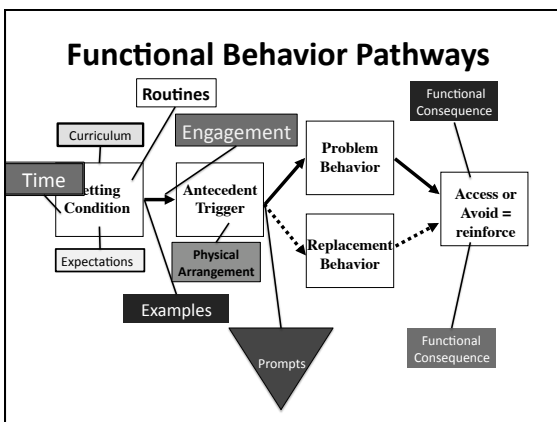






Intervention and Probability:
Behavior Intervention Plans (BIP)

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Behavior **Intervention** Plan

- Prevention first (antecedents)
 - If you could have \$10,000 if it happened tomorrow . . .
- Effective Instruction (Behavior)
 - Do they know it and can they do it
- *Functional* Consequences
 - Meet needs when behavior is appropriate
 - Not meet needs when behavior is inappropriate

START

What do you want him/her to do?
Will this meet their functional needs?

Control Antecedents


Environmental Arrangement

The physical environment includes:

- Design and placement of furniture and activity areas within the classroom
- Design of materials within activities
- Lighting, temperature, & noise levels of the classroom
- Accessibility, appropriateness, and availability of books, materials (toys), bathroom passes, paperwork, coats, hats, etc...

Schedule

- Arrival Times
- Consistent Times
- Sequencing and Length of Activities
- Planned Clean-up/Transitioning Routine
- Productive Learning Times Early
- Explaining Changes



Advance Organizers

9:00 – 9:30 spelling –page 23
9:30 – 9:40 restroom break
9:40 – 10:30 math –workbook p. 19
10:30 – 11:15 music –walk quietly
11:15 – 11:25 wash hands
11:25 walk to lunch
11:30 – 12:30 lunch and recess

- Public display
- Consistency
- Prompts

Physical Arrangement

- Seating
 - Teacher’s desk
 - Students’ desks
- Sight lines
 - Teacher positions
- Traffic Flow
 - Associated activities (e.g., pencil sharpening, getting water, using the bathroom, beginning and end of day)

Proximity

Consideration of the teacher’s placement in the room in relation to the students.

- Movement
 - Continue moving around room and maintain frequent close proximity to all students
- Approach
 - Hovering near to a particular student or area

Contextual modifications

- Predicting problem behavior by specific time, location, activity, grouping, etc.
- Creating changes in the environment immediately prior to times when problems are predictable - for purpose of prevention

Modeling

Show and tell students what it is that is expected under specific circumstances. Do not assume that they know and can.

- Use verbal prompts along with physical demonstration
 - “Watch me, notice how I use a quiet, inside voice when I say this - *excuse me.*”
 - “Right now I’m thinking that I need to do something smart because I’m feeling mad - so watch me take a deep breath and walk away.”
- Use natural models
 - “Did you notice how Billy held that door open for Ben? That was very responsible.”
 - “Remember how we talked about ignoring loud noises? Look at Andrea right now - that’s great because she’s focused on her work.”

Opportunities to Respond

Providing students with opportunities to be engaged with instruction

- Asking questions
 - Group (choral) or individual responses (evidence says mixed)
 - Closed or open ended questions
 - Written, oral, gestures, projects
- Requests for student behavior
 - Raise hand to indicate agreement
 - Create and share
 - Demonstrate
 - Tell story (relevant)

Non-Verbal Prompts and Cues

- Signals that set student up for success
 - Proximity Control - move to student
 - Facial Expressions
 - Hand Signals/gestures
- Implemented before behavior
- Less intrusive than verbal cues
- They can be used as rule reminders, and advanced organizers (schedules).
- Make them part of the routine and system-teach children what they are and what purpose they serve.

Verbal Prompts and Pre-Correction

- Verbal Prompts
 - Clear statements that act as reminders
 - Delivered in contexts where failure is predictable
 - Use the smallest necessary to facilitate success
"Remember to raise your hand."
- Pre-Correction
 - Clear question that acts as reminder
 - Student is required to respond
 - Teacher praises or corrects student response
"What will you do if you need my help?"
"Raise my hand."
"Exactly, good for you!"

Behavior Momentum

- A strategy for increasing the probability of compliant behavior by asking a student to do two or three things they typically want to do and then following these requests with a request for a behavior the student typically does not want to do.

Normal	Johnny, you should get your project finished this morning			NO!
Behavior Momentum	Johnny, can you help me with these books?	Johnny, will you sharpen my pencil	Johnny, you should get your project finished this morning	OK

Using Choice

- Students are provided opportunities to independently make decisions between two or more options that affect their daily routine.

Normal	Johnny, you should get your project finished this morning	Bite Me!
Choice	Johnny, I want you to make a choice - you get to decide. You can either get your math project done or you can get started on your writing assignment. It's totally up to you - which one?	Math project

Functional Consequences

- All positive consequences must either
 - Meet the same function as the problem OR
 - Provide a consequence that is larger and more reinforcing than the function of problem behavior
- All negative consequences must
 - Deny the same function as the problem OR
 - Provide an aversive that is more powerful than the function that the student receives

Effective Reinforcement

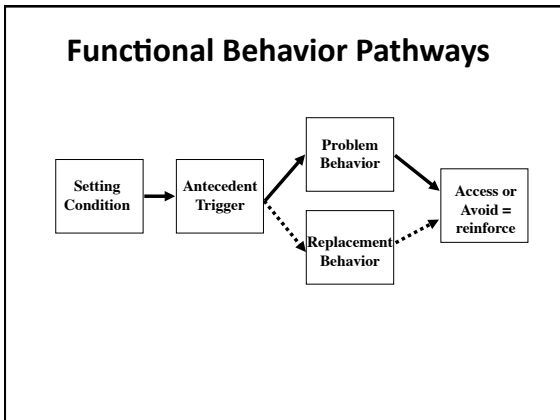
- Use the least amount necessary
- Approximate and/or pair with *natural* reinforcers
- Make part of routine and systems
- Pre-plan and teach consequences



Effective Punishment

- Use the least amount necessary
- Pre-plan and teach
- Use only with reinforcement for replacement behavior
- Should defeat function of problem behavior





Summary

The BIP includes:

- Antecedents
 - Expectations, time, environment, routines
- Instruction
 - Curriculum, prompts, engagement, modeling
- Consequences
 - Functional consequences for positive and negative behavior

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