

Effective Tier 1 for ALL: Integrated Approach to Universal Prevention

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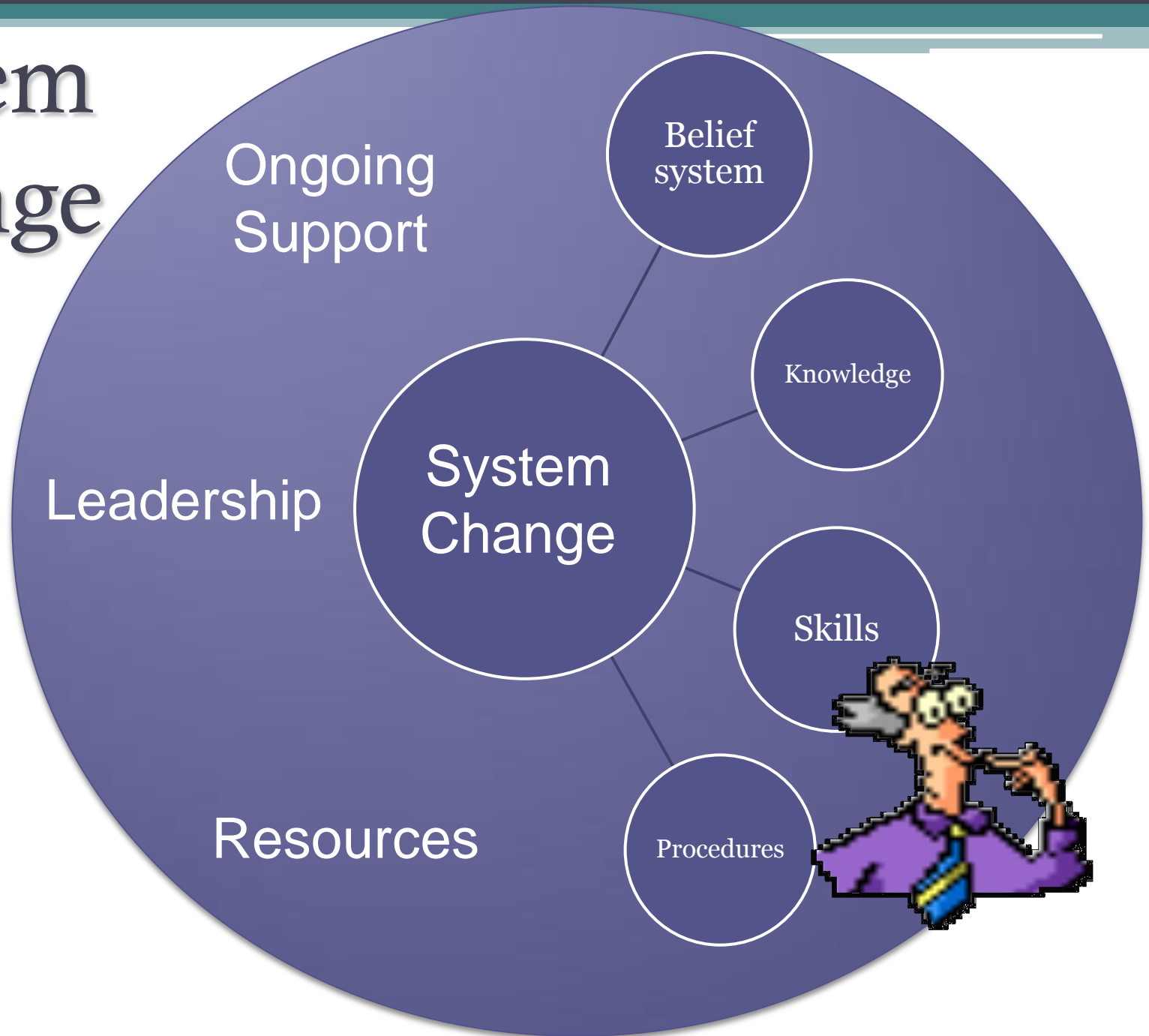
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School Mental Health Assessment,

Research, and Training (SMART) Center

System Change



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



MENU of Evidence-based Supports

Targeted/ Intensive

(High-risk students)
Individual Interventions
(3-5%)

Selected

(At-risk Students)

Small Group or
Individual Strategies

(10-25% of students)

Universal
(All Students)

School/classwide, Culturally Relevant
Systems of Support
(75-90% of students)

Tier I Menu:

- Positive relationships
- School-wide PBS
- SEL curriculum
- Good behavior game
- Proactive classroom management
- Physiology to learn
- Progressive method of responding to prob. beh.

Establishing Healthy Physiology to Learn:

Ensuring that students' feel good physically so they can perform best academically, socially, and emotionally

Physiology to Learn

Ingredients to feel good and be ready to learn:

- Nutrition
- Exercise regularly
- Good sleep
- Stress management



Sleep: The 800 lb. Gorilla

Sleep is important for a variety of neurological functions relevant for educators:

- Memory consolidation (i.e., learning)
- Information processing speed
- Mental health (i.e., cranky, irritable, moody)
- Attention regulation/focus
- Physical performance

Implications:

- Improve sleep hygiene/routine
- Sleep logs to improve amount and quality of sleep



Engaging in Good Sleep: Sleep Hygiene

- Systematically reducing the amount and intensity of stimulation (sound, light, images, cognitive hyperactivity)
- Developing a bedtime routine
 - Change into pajamas
 - Brush teeth
 - Read
 - Crawl into bed
- Bedroom environment (stimulus control)
- Falling asleep

**Intentionally building, sustaining
and restoring positive relationships
with ALL students:**

Ensuring that all students feel
welcomed by, connected to, and a
sense of trust with the adults in the
classroom

Strategically and intentionally building positive relationships with ALL students

- Basics of building a relationship:
 - Spending time with the person
 - Keep track of special occasions for individual students and personalize it
 - Letting the other person know you understand them (validation)
 - Separate the deed from the doer
 - Holding a conversation with the student
 - Ask questions and listen
 - Become an expert about what the kid iculture (what it means to be a kid these days)



Maintaining the Relationship: Not Taking Students for Granted

- The 5 to 1 ratio of positive to negative interactions with students (the “Magic Ratio”)
- Paying attention to behavior to positively recognize and reinforce students (not taking for good behavior for granted)
 - 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 in response to desirable behavior



Restoring the Relationship After Negative Interaction

- **R³** Reconnect, Repair, & Restore:
- Students often experience disciplinary consequences as negative, which can hurt or weaken the relationship with the student
- Schedule time to **reconnect** with the student
- Communicate effectively to **repair** any hard feelings and be open to a 'do-over' &/or admitting one's own mistake
- Work to **restore** the relationship with student

School-Wide PBS:

**Universal Behavioral Expectations
and Establishing a School Climate
of Positivity**



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

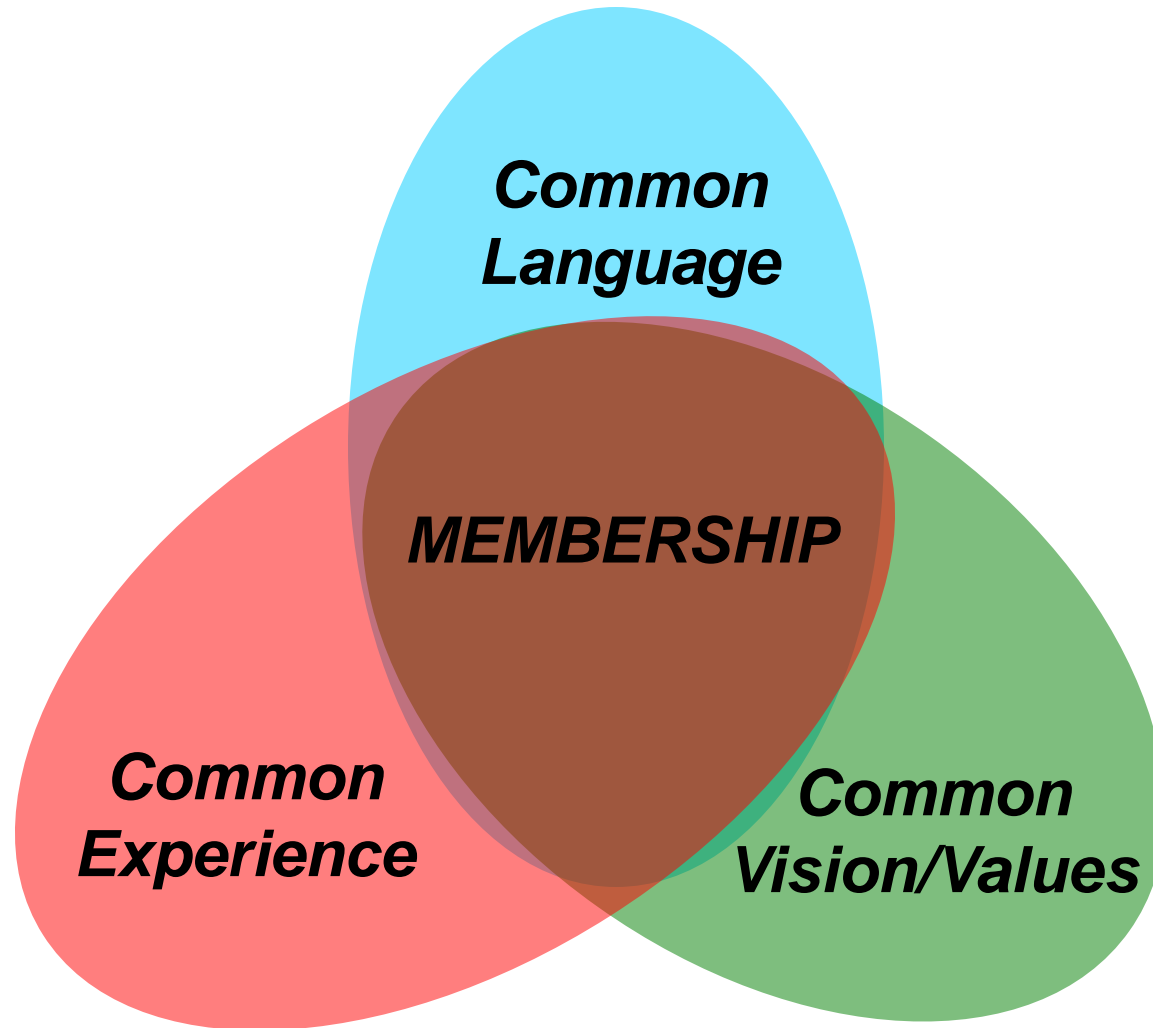
It's not my job to teach and
manage his behavior

SW-PBS

- Developed in response to the repeated negative effects associated with punitive discipline
 - “Corrective discipline” - Mayer and colleagues
- 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

Establishing a Positive Social Culture

Culture = beliefs, customs, and behaviors of a group



School-Wide PBS:

Teach, model, cue, and reinforce behavioral expectations

- **Establish** 3 to 5 behavioral expectations (e.g., safe, respect, responsible)
 - Teachable
 - Positively stated (Dos not Don'ts)
 - Memorable
- Create a behavioral matrix



School-Wide PBS:

Teach, model, cue, and reinforce behavioral expectations

- **Teaching** expectations on a regular basis in all settings (small group, recess, lunch, etc.)
 - Activate students' frontal lobes by reminding them of the expected behaviors before they begin the activity or go to the next setting



School-Wide PBS:

Teach, model, cue, and reinforce behavioral expectations

- **Model (i.e., show)** examples and non-examples of behavioral expectations
 - Showing students what to do and what not to do
- **Practice and feedback (i.e., role play)**
 - Create situations and allow students to practice the behavioral expectations



School-Wide PBS:

Teach, model, cue, and reinforce behavioral expectations

- **Cue** expectations by providing visual signals or nonverbal prompts
 - Everyone can benefit from a prompt or a cue now and then to remind them of the expected behavior
 - Helps bring the expectations to the forefront of the students mind during a particular activity



School-Wide PBS:

Teach, model, cue, and reinforce behavioral expectations

- **Reinforce** students when they exhibit behavioral expectations (catch students behaving good)
 - Praise & positive recognition
 - Earn rewards (stickers, pencils, toys)
 - Access privileges (first in line, extra free time, class helper, preferred seat, etc.)



The Components of Schoolwide PBS

1. Establish 3 to 5 common behavioral expectations, create a matrix and post them in all settings to cue behavior;
 - Does the school have established expected behaviors that are consistent across all settings?
2. Establish common definitions of problem behaviors and implement a progressive response system these behaviors;
 - 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;
 - Rotational teaching in all settings
 - Is time allotted at the beginning of and at various points throughout the year to teach and revisit expected behaviors?

The Components of Schoolwide PBS

4. Develop and implement a motivational system that encourages and reinforces students to exhibit behavioral expectations;
 - Are staff trained to strive for the 5 to 1 ratio?
 - Does your school have a currency whereby students can earn rewards or access to privileges?
5. Staff receive ongoing 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
 - Assess ratio of 5 to 1

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
- 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>

Schoolwide Evaluation Tool (SET)

- Evaluation tool developed by George Sugai and colleagues
 - Is designed to assess and evaluate the critical features and integrity of SW-PBS
- 8 rating domains
 - Expectations defined
 - Behavioral expectations taught
 - System for developing social-emotional competencies
 - Ongoing system for rewarding behavioral expectations
 - System for responding to behavioral violations
 - Monitoring, evaluating and decision-making
 - Management
 - District-level support

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/>)
- MR. CARMONA'S WEBSITE
 - <http://mrcarmona.weebly.com/index.html>

Progressive Method of Responding to Problem Behavior:

Method of systematically
responding to problem behavior
and preserving the relationship
with the student

The Foundation:

- Strong Positive Relationships
- Proactive Classroom Management
 - Communicating effectively
 - Cultural Competence

Progressive Response

Proximity control

Redirection strategy

Ongoing **M**onitoring

Prompt expected behavior

Teaching interaction

#1 warning of consequence with “Think Time”

#2 delivery in-class disciplinary consequence

#3 request for official support process

Reconnect,
Repair, &
Restore
Relationship

Social Emotional Learning Curriculum

Adopting a curriculum that teaches students a range of social-emotional skills that facilitate academic success

Social Emotional Learning

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

- Curriculum devoted to teach 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
- SEL skills taught include:
 - Recognize and manage emotions
 - Care about and respect others
 - Develop positive relationships
 - Make good decisions
 - Future orientation
 - Behave responsibly and ethically

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>

Proactive Classroom Management:

A host of proactive strategies that teachers can implement to prevent the occurrence of problem behaviors and promote academic engagement

The 2 Most Important Variables for Learning

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

16 Proactive Classroom Management Strategies

1. Organizing a productive classroom
2. Establishing positive relationships with all students in the class
3. Positive greetings at the door to precorrect and establish a 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 being nice
16. Providing numerous opportunities to respond

#1 Proactive Classroom Management Tactics

1. Organizing a productive classroom

- All students can see instruction without having to strain or engage in effort
- Students do not face traffic areas (distractibility)
- Problem students are not seated next to one another
- 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

- Establish a positive relationships with all students in the class
 - Use interviews to get to know student likes, dislikes, affinities, talents, relationships to relatives, friends, animals, etc.
 - Reference your knowledge

#3 Proactive Classroom Management Tactics

- Positive greetings at the door to precorrect and establish a positive climate
 - Reminds student they are in a relationship with staff
 - Use gestures, smile!, touch on shoulder, hand shake, etc. as appropriate
 - Communicates this is a place you WANT to be

#4 Proactive Classroom Management Tactics

- Classroom rules and procedures
 - Establish clear rules/expectations
 - Rules/expectations stated in the positive
 - No more than 3 to 5 rules/expectations
 - Review rules/expectations on a weekly basis
 - Reinforce rule abiding behaviors
 - Response cost rule violating behaviors

#5 Proactive Classroom Management Tactics

- Transitions are well managed
 - Structure the transition between activities, locations, materials
 - Teach and reinforce time efficient transitions
 - Do not let transitions take more than 1-3 minutes whenever possible

#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
 - Teacher movement throughout the classroom increases academic engagement
 - Proximity reduces challenging behaviors in students
 - “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 (Mirror Neurons!)

- Neurons that fire when another person acts; thus, the neuron "mirrors" the behavior of the other



- IMPLICATIONS:
 - Students learn via modeling from educators and peers
 - Students will treat us how we treat them (if we're mean-they're mean; if we're nice-they're nice)

Mirror Neurons – the power of smiling

- Randomized trial looking at performance under smiling versus no smiling conditions:
 - Those in the smile group perceived the world in a better light: To them,
 - boring material was more interesting,
 - neutral images looked more positive,
 - even bland drinks seemed tastier
- **PLUS, people who smile more live an average of 7 years longer than those who smile less**



#16 Proactive Classroom Management Tactics

Providing numerous opportunities to respond

- Classrooms in which teachers provide students with:
numerous opportunities to respond, are associated with
higher student engagement which is incompatible with
problem behavior
 - Choral response
 - Random question asking
 - Collaborative talk
- Must pass the dead man's test
 - If a dead man can be as successful in a classroom as a live
student, then there aren't enough opportunities for students
to respond and interact with the learning content

Good Behavior Game: Managing Group Behavior

Good Behavior Game – Barrish, Saunders, & Wolf (1969)

- Classwide behavior management strategy (inter-dependent group contingency)
- 20 independent replications across different grade levels, types of students, and settings
- Prevents substance abuse and antisocial behavior
- Interdependent group contingency
 - All for one instead to each his/her own
- Capitalizes on human nature
 - Social influence, teamwork, competition, and positive reinforcement

Short-term effects

- Talking-out behaviors
 - baseline = 96% of intervals
 - intervention = 19%
- Out-of-seat behaviors
 - baseline = 82%
 - intervention = 9%
- Academic engaged time
 - baseline = 58%
 - intervention = 83%

LONG TERM BENEFITS OF THE GOOD BEHAVIOR GAME

Selected Outcomes at Young Adulthood (age 19-21)	GBG classrooms	Standard Program classrooms	Risk Reduction
Use of School-Based Services for Problems with Behaviour, Emotions, or Drugs or Alcohol			
➡ Males highly aggressive, disruptive in Year 2	17%	33%	48%
Lifetime Illicit Drug Abuse/Dependence Disorder			
➡ All Males	19%	38%	50%
➡ Males highly aggressive, disruptive in Year 2	29%	83%	65%
Lifetime Alcohol Abuse/Dependence Disorder			
➡ All males and females	13%	20%	35%
Smoking 10 or more cigarettes a day regularly			
➡ All males	7%	17%	59%
➡ Males highly aggressive, disruptive in Year 2	0%	40%	100%
Antisocial Personality Disorder (ASPD)			
➡ All males and females	17%	25%	32%
➡ Males highly aggressive, disruptive in Year 2	41%	86%	52%

Drug and Alcohol Dependence (2008), 95S, Kellam et al.; Poduska et al.; Petras et al.; Wilcox et al.; and Brown et al.

Goals of the Good Behavior Game

- To socialise children into the role of being a student and to reduce disruptive and aggressive behaviours in the classroom



Steps to implementing GBG

1. Decide time and setting to implement
2. Identify and behaviorally define behaviors (appropriate and inappropriate)
3. Identify rewards and preferred activities to serve as team reinforcer
4. Teach the students the rules to the game
5. Play the game

Good Behavior Game: Steps to Making it Work

1. The instructor decides when to schedule the Game
 - Predict when students are likely to engage in problem behavior.
 - Play it three times per day at a minimum for 15 to 20 minutes each time
2. The instructor defines the 2-3 inappropriate behaviors that will be scored during the Game. Most teachers use these 3 categories:
 - **Talking Out:** The student talks, calls out, or otherwise verbalizes without teacher permission.
 - **Out of Seat:** The student's posterior is not on the seat.
 - **Disruptive Behavior:** The student engages in any other behavior that the instructor finds

Good Behavior Game: Steps to Making it Work

3. The teacher works with the teams to identify the appropriate behaviors that team members should be exhibiting while the game is being played and during other instructional times
4. The instructor with the help of the students selects a daily reward to be awarded to each member of successful student teams.
5. The instructor divides the class into 2 or more teams.
6. The instructor selects cut-off levels that represents the maximum number of points that a team is allowed to earn the reward or preferred activity (e.g., 6 points) and the level at which both teams can win (e.g., less than 3 points)

Good Behavior Game: Steps to Making it Work

6. When the Game is being played, the instructor teaches in the usual manner. Whenever the instructor observes student misbehavior during the lesson, the instructor silently assigns a point to that student's team (e.g., as a tally mark on the board) and continues to teach.
7. When the Game period is over, the teacher tallies each team's points. Here are the rules for deciding the winner(s) of the Game:
 - Any team whose point total is at or below the pre-determined cut-off earns the daily reward or activity.
 - If one team's point total is above the cut-off level, that team does not earn a reward.
 - If ALL teams have point totals that EXCEED the cut-off level for that day, only the team with the LOWEST number of points wins.

GOOD BEHAVIOR GAME

Cut-Off 6 pts.
Both winners < 3

Team 1

Team 2



Out of Seat
Disruptive



Call Out



Answer: Both teams won the Game, as both teams' point totals fell BELOW the cut-off of 3 points.

Issues with GBG implementation

- Bullying or social isolation
 - Teach at the outset what it means to be a good teammate and that bullying or isolating students for earning point will not be tolerated
 - Actually it will earn an additional point
- Dealing w/ the saboteur
 - Remove from game
 - Don't count behaviors against team
 - Put saboteurs on the same team

Good Behavior Game(s)

Using group contingencies

Diana Browning Wright,
M.S., L.E.P. & Clayton
R. Cook, PhD

- www.interventioncentral.org/htmldocs/interventions/classroom/gbg.php
- www.evidencebasedprograms.org/Default.aspx?tabid=154
- www.pent.ca.gov/for/f7/bspdeskreference07.pdf