

# RTI for Behavior Support: Applying the RTI Logic to Implementing PBIS at Tiers 1, 2 and 3

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## Agenda

### RTI and Behavior: Integrating Behavioral and Academic Supports

- Welcome and introductions
- Overview of Rtl for Behavior Support
  - The challenge of problem behavior in schools
  - Relationship of problem behavior to academic failure
- Building your Rtl Intervention Menu for Behavior Support
  - Tier 1, 2, 3, and 4!
- Universal screening: what students in what tier?
- Progress Monitoring and Data-based Decision Making
- Tier 1 Behavior Supports
- Tier 2 Behavior Supports
- Tier Behavior Supports
- Intervention Fidelity Assessment
- Planning to implement the system
- Solving difficult problems
  - Intractable behavior patterns
  - Achieving Staff Member Buy In

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## “Big Ideas” of RTI and Behavior Support

- **Multiple tiers of behavior support**
  - ✕ Refers to the service delivery logic of providing a graduated sequence of intensifying interventions in order to match services to student need.
- **Evidence-based/scientifically-validated interventions**
  - ✕ Refers to idea that the interventions or supports implemented under an RTI model of behavior are supported by scientific research to improve student social and behavior functioning.
- **Universal, proactive screening**
  - ✕ Refers to a systematic process of *detecting* a subset of students from the entire student population who are struggling behaviorally and are at-risk for experiencing a range of negative short- and long-term outcomes.

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## “Big Ideas” Continued....

- **Progress monitoring**
  - ✕ Refers to the practice that is used to assess students' academic or behavioral performance and evaluate the effectiveness of instruction.
- **Problem-solving**
  - ✕ Refers to the dynamic and systematic process that guides the Behavior Support Team's behavior in (a) identifying the problem (b) analyzing the problem (c) developing a plan of action (d) implementing the plan and (e) evaluating the outcomes of the plan.
- **Data-based decision-making**
  - ✕ Refers to a critical element of the problem-solving process that entails consulting student response data in order to make decisions whether to *intensify*, *keep in place*, or *remove* particular interventions or supports.
- **Treatment integrity assessment**
  - ✕ Refers to the notion that interventions or supports being implemented in an RTI model for behavior should be implemented as intended to enable appropriate and legally defensible decision-making.

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## Checklist Manifesto

Gavande (2009)

- ✿ The volume and complexity of knowledge today has exceeded our ability to effectively deliver it to people -- consistently, correctly, safely. We train longer, specialize more, use ever advancing technologies and we still fail.
- ✿ Failure type 1: Ignorance
  - ✂ We don't know what to do
- ✿ Failure type 2: Ineptitude
  - ✂ We have the knowledge and don't apply it properly

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## The Proper Mission and Role of Today's Schools

- ✿ Develop the social and academic skills of all students—including at-risk students
  - ✿ Teach academic readiness and reading skills that support academic engagement-achievement
  - ✿ Teach social skills that support socially effective behavior (self control, self regulation, social reciprocity)

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## Challenging Behaviors

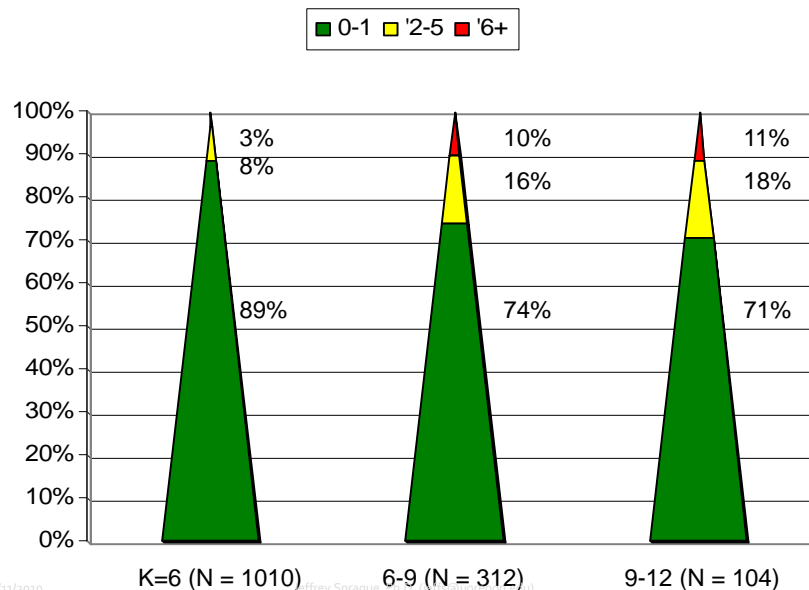
- ✿ Exist in every school and community (always will)
- ✿ Vary in intensity and frequency
  - ✗ Mild to Violent
- ✿ Are associated w/ a variety of risk factors (no single pathway)
- ✿ Present our greatest public health problem!

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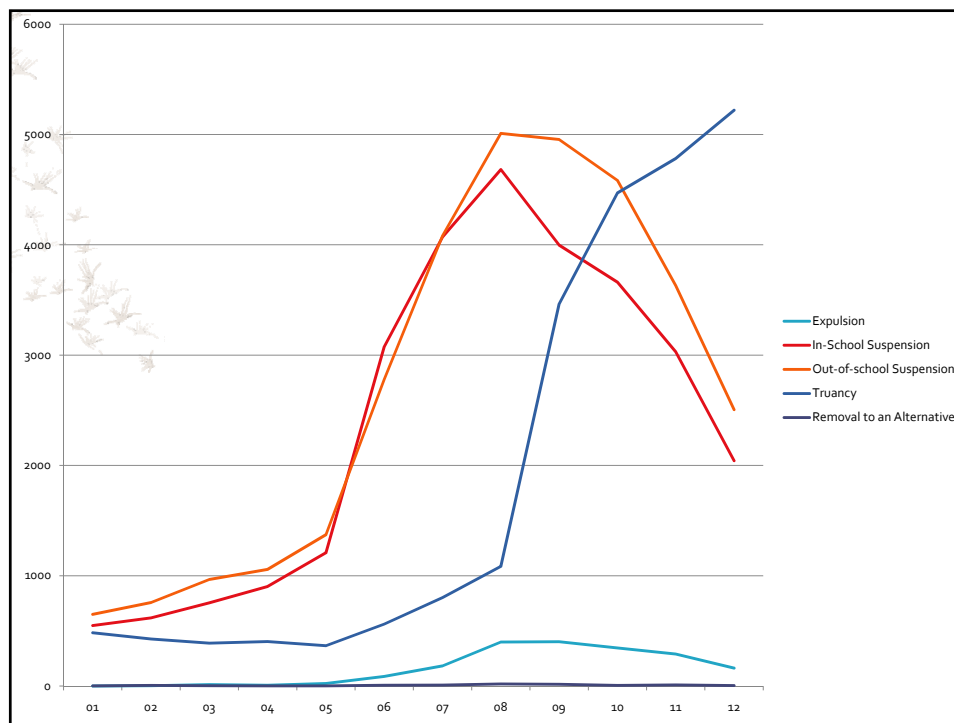
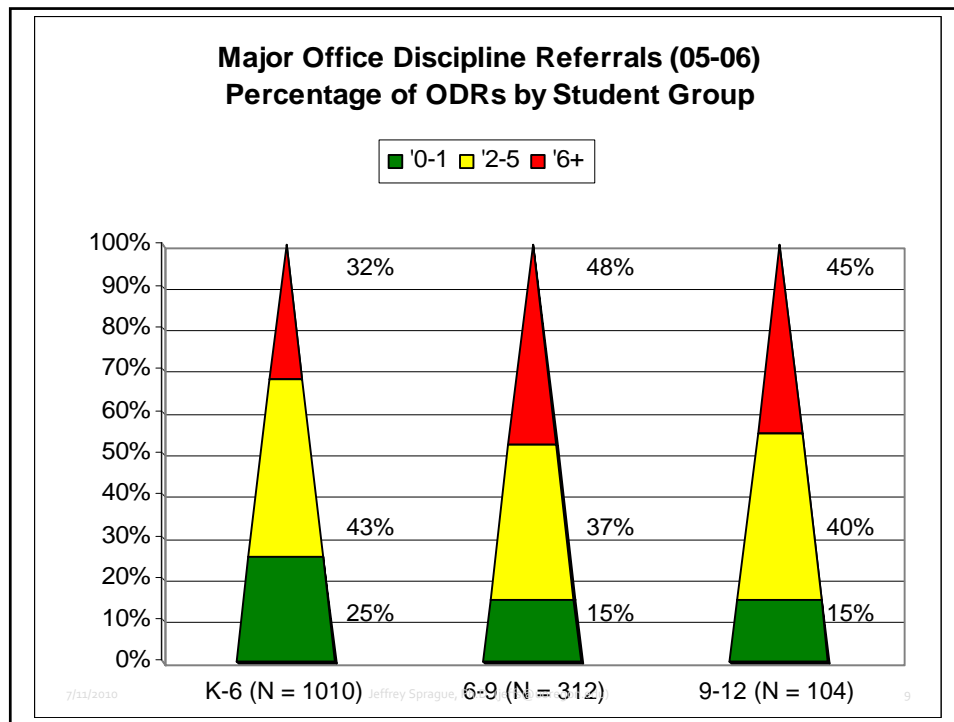
### Major Office Discipline Referrals (05-06)



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## Problems we can and must prevent

- ✱ Crime
- ✱ Tobacco, alcohol, and other drug use
- ✱ Depression and suicide
- ✱ Risky sexual behavior
- ✱ Relationship violence
- ✱ Obesity
- ✱ Poverty
- ✱ School dropout



## Problem behaviors are **COSTLY**

**Table 2: Estimated costs to society of behavior problems that occurred in 1998**

	National	Oregon
Antisocial behavior	165.8 billion	2 billion
Binge drinking	42 billion	516 million
Cocaine/heroin abuse	21.7 billion	267 million
High-risk sexual behavior	48.1 billion	591 million
Smoking	419 million	5.1 million
High school dropout	141.6 billion	1.7 billion
Suicide attempts	15.7 billion	193 million
Totals	\$ 435.3 billion	\$ 5.3 billion

Source: Miller, 2004.

## Problem behaviors often develop over time

- ✱ **By age 6:** aggressive behavior, difficulty managing strong feelings, weak academic skills
- ✱ **Elementary school years:** academic difficulties, poor bonding to school, rejection by peers
- ✱ **By early adolescence:** drift toward other troubled peers, experimentation with problem behaviors
- ✱ **The earlier these problems begin, the more chronic and serious they become throughout adolescence**

## Current Landscape of School-Related Behavior Disorders

### ✱ Prevalence

- ✧ Angold (2000): 20% of today's students could qualify for a psychiatric diagnosis.
- ✧ Hoagwood & Erwin (1997): 22% of students have serious mental health problems warranting intervention.

## How do some children grow up to be challenging?

- ✱ Risk factor exposure

- ✕ Poverty/low income
- ✕ Family Stress
  - Abuse or neglect
  - Harsh and inconsistent parenting practices
  - Community Disorganization
  - Deviant peer affiliation
- ✕ Academic Failure
- ✕ Disability



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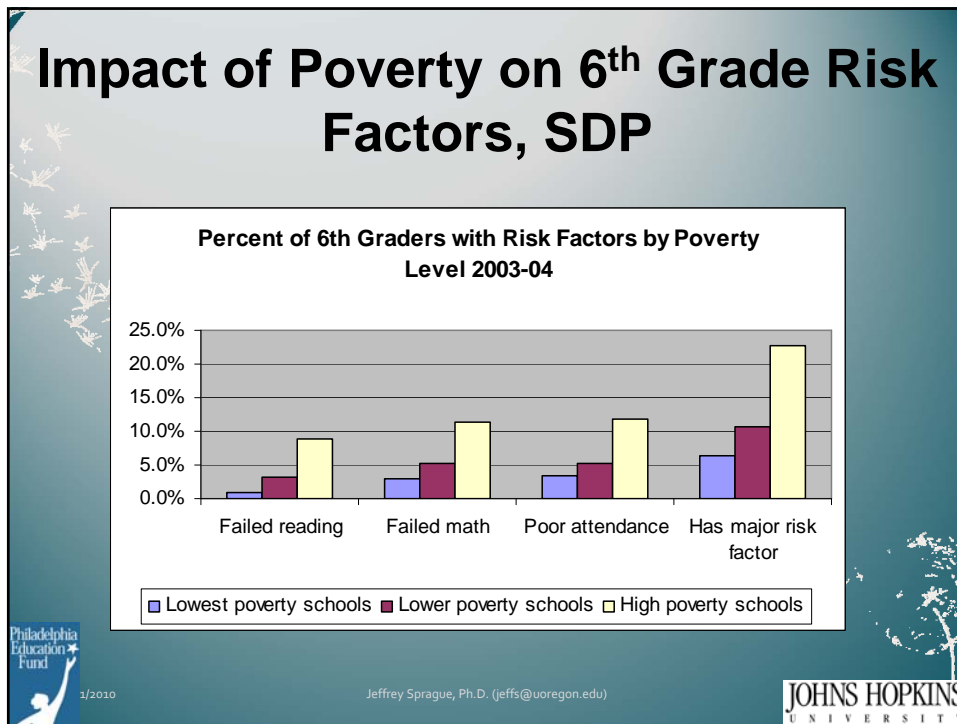


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## Risk Persists

- ✱ Exposure to multiple adverse childhood experiences predicts increased risk for serious life adjustment problems
  - Academic failure
  - Peer and Teacher Rejection
  - Depression
  - Emotional and Behavioral Disorders
- ✱ Is linked to health and life outcome status decades later
  - Predicts increased risk of dying from any one of the seven leading causes of death in adults (Felitti et al 1998)

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**Finding Your ACE Score**

**While you were growing up, during your first 18 years of life:**

1. Did a parent or other adult in the household **often or very often**...Swear at you, insult you, put you down, or humiliate you?  
or  
Act in a way that made you afraid that you might be physically hurt?  
Yes No If yes enter 1 \_\_\_\_\_
2. Did a parent or other adult in the household **often or very often**...Push, grab, slap, or throw something at you?  
or  
**Ever** hit you so hard that you had marks or were injured?  
Yes No If yes enter 1 \_\_\_\_\_
3. Did an adult or person at least 5 years older than you **ever**...Touch or fondle you or have you touch their body in a sexual way?  
or  
Attempt or actually have oral, anal, or vaginal intercourse with you?  
Yes No If yes enter 1 \_\_\_\_\_
4. Did you **often or very often** feel that ...No one in your family loved you or thought you were important or special?  
or  
Your family didn't look out for each other, feel close to each other, or support each other?  
Yes No If yes enter 1 \_\_\_\_\_
5. Did you **often or very often** feel that ...You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?  
or  
Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?  
Yes No If yes enter 1 \_\_\_\_\_
6. Were your parents **ever** separated or divorced?  
Yes No If yes enter 1 \_\_\_\_\_
7. Was your mother or stepmother:  
**Often or very often** pushed, grabbed, slapped, or had something thrown at her?  
or  
**Sometimes, often, or very often** kicked, bitten, hit with a fist, or hit with something hard?  
or  
**Ever** repeatedly hit at least a few minutes or threatened with a gun or knife?  
Yes No If yes enter 1 \_\_\_\_\_
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?  
Yes No If yes enter 1 \_\_\_\_\_
9. Was a household member depressed or mentally ill, or did a household member attempt suicide?  
Yes No If yes enter 1 \_\_\_\_\_
10. Did a household member go to prison?  
Yes No If yes enter 1 \_\_\_\_\_

**Now add up your "Yes" answers: \_\_\_\_\_ This is your ACE Score.**

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## The ACE Score

- ✱ The ACE Study used a simple scoring method to determine the extent of each study participant's exposure to childhood trauma.
- ✱ Exposure to one category (not incident) of ACE, qualifies as one point.
- ✱ When the points are added up, the ACE Score is achieved.
- ✱ An ACE Score of 0 (zero) would mean that the person reported no exposure to any of the categories of trauma listed as ACEs above.
- ✱ An ACE Score of 9 would mean that the person reported exposure to all of the categories of trauma listed above.

## Categories of Adverse Childhood Experiences



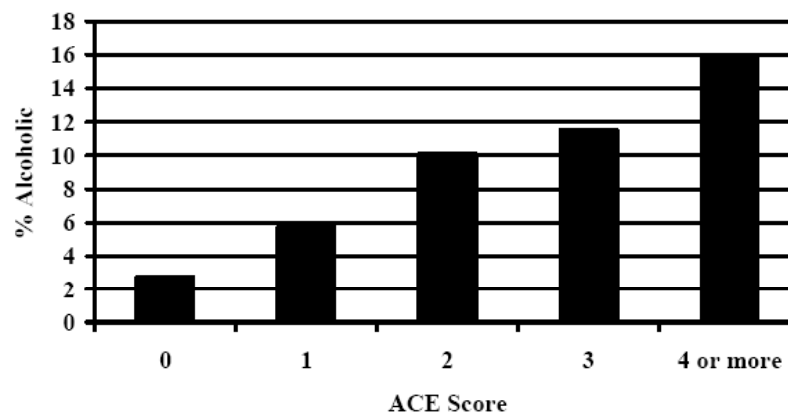
- recurrent and severe physical abuse (11%)
- recurrent and severe emotional abuse (11%)
- contact sexual abuse (22%)
- growing up in a household with:
  - ✕ an alcoholic or drug-user (25%)
  - ✕ a member being imprisoned (3%)
  - ✕ a mentally ill, chronically depressed, or institutionalized member (19%)
  - ✕ the mother being treated violently (12%)
  - ✕ both biological parents *not* being present (22%)
- Source Fellitti et al  
<http://www.healthpresentations.org/>

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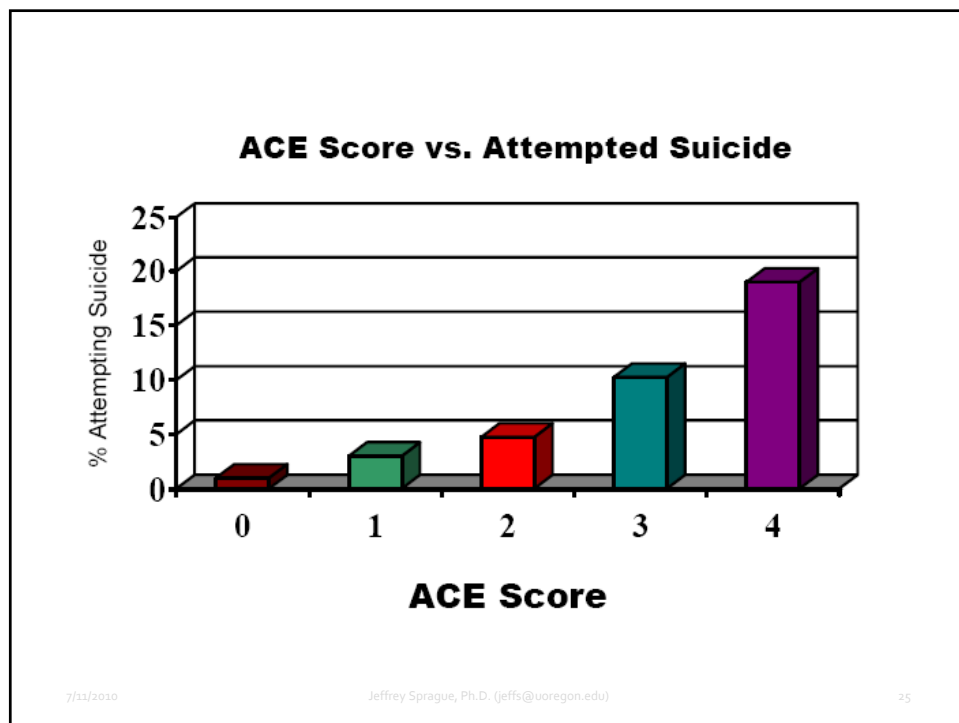
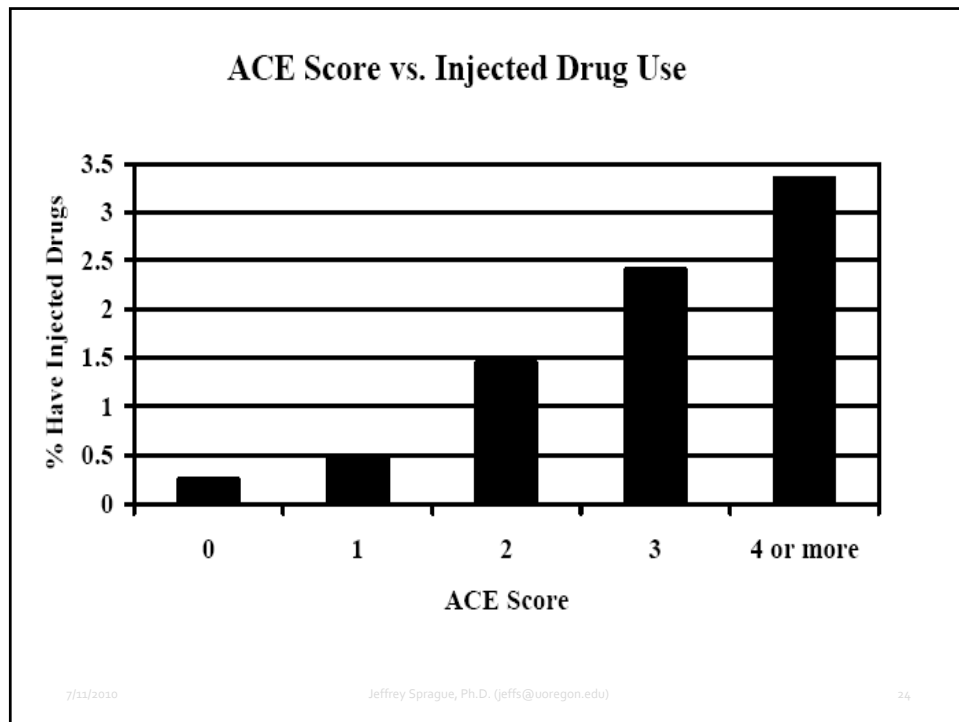
### ACE Score vs. Adult Alcoholism

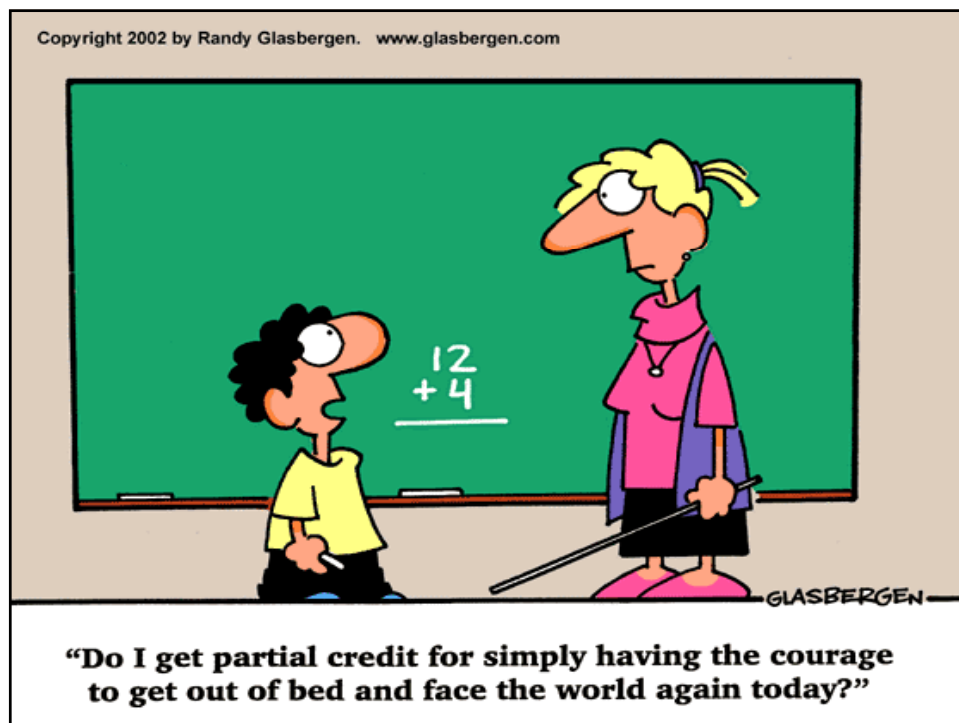
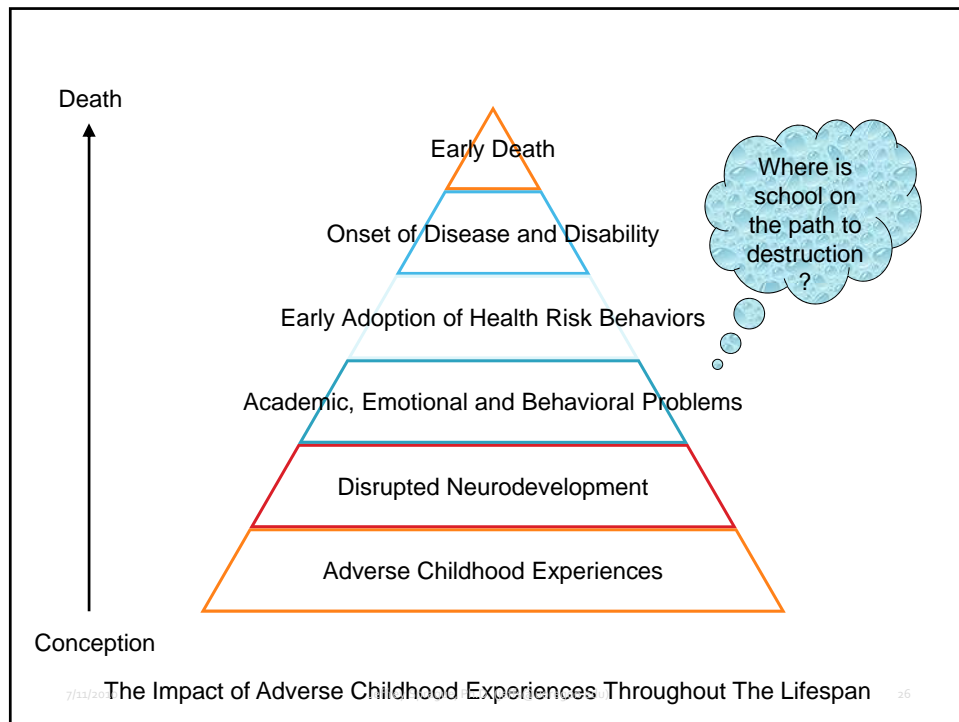


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## Why not just focus the “few” students that are the biggest problems?

- ✱ If we only respond to the toughest students, we will never get to all of them, and we may make more!
- ✱ All children and youth need a “village” to return to
- ✱ Bystanders (peers, parents/family, teachers, others) are the village!

Supports for all, some and a few

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## The Challenge

- ✿ Exclusion and punishment are the most common responses to conduct disorders in schools.
  - ✗ Lane & Murakami, (1987)
  - ✗ Rose, (1988)
  - ✗ Nieto, (1999)
  - ✗ Sprick, Borgmeier, & Nolet, (2002)
- ✿ Exclusion and punishment are ineffective at producing long-term reduction in problem behavior
  - ✗ Costenbader & Markson (1998)

## The Challenge

- ✿ Punishing problem behaviors (without a proactive support system) is associated with **increases** in (a) aggression, (b) vandalism, (c) truancy, and (d) dropping out.
  - ✗ Mayer, 1995
  - ✗ Mayer & Sulzar-Azaroff, 1991
  - ✗ Skiba & Peterson, 1999

## Reasons to Refer or Suspend

- ✱ "Punish"
- ✱ "Cool off"
- ✱ Warn Parents
- ✱ Remove difficult students
- ✱ ????

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- ✱ Sanctions such as office referrals or suspensions may appear to "work" in the short term
  - ✕ Removes student
  - ✕ Provides relief to teachers, peers, administrator
  - ✕ We often attribute responsibility for change to student &/or others (family)

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## Does Punishment Work Without A Balance of Positive Acknowledgement?

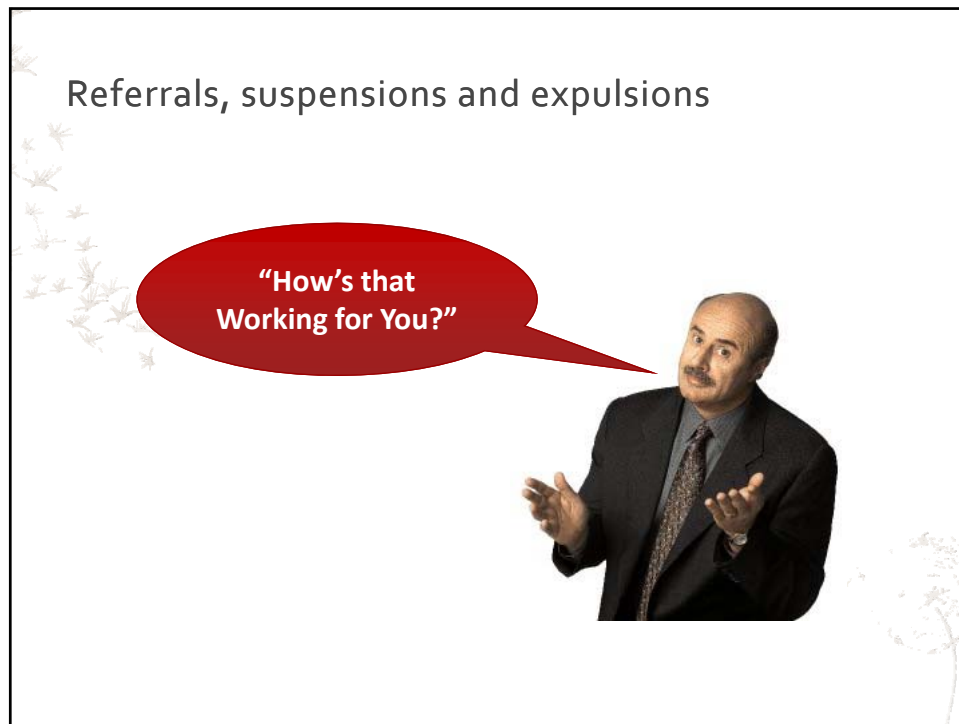
- ✱ Detrimental effects on teacher-student relations
- ✱ Modeling: undesirable problem solving
  - ✕ Reduced motivation to maintain self-control
  - ✕ Generates student anger
  - ✕ May result in more problems (Mayer, 1991)
    - ✱ Truancy, dropout, vandalism, aggression
- ✱ Does not teach: Weakens academic achievement
- ✱ Limited long term effect on behavior

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### Questions to ask


- ✱ How can we make the behavior support process
  - ✕ Help students accept responsibility?
  - ✕ Place high value on academic engagement and achievement?
  - ✕ Teach alternative ways to behave?
  - ✕ Focus on restoring the environment and social relationships in the school?

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**What would go up? What would go down?**

• Academic success	• Crime
• Economic security	• Substance use
• Family stability	• Depression and suicide
• Civic engagement	• Obesity & health problems
	• Risky sexual behavior
	• Poverty



## We Know a Lot About Human Development

- ✿ It's never too early, nor too late to nurture and support children and youth
  - ✗ Prevention is the outcome for everyone
  - ✗ Intervention is how we achieve prevention
- ✿ Simple things form the basis for all interventions
  - ✗ Positive, caring interactions
  - ✗ Monitoring and supervision
  - ✗ Physical activity
  - ✗ Multiple points of influence

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## Creating nurturing environments through **evidence-based practices**

- ✿ We know a lot about how to effectively reduce youth problems
- ✿ This progress is largely due to experimental evaluations of programs
- ✿ Evidence-based practices focus on creating **nurturing environments** in families, schools, and communities

## Nurturing environments ...

- Minimize toxic or stressful events in people's lives
- Richly reinforce prosocial behavior
- Promote prosocial values and skills
- Foster psychological flexibility



## Nurturing environments help raise successful youth by...

- **Richly reinforcing** and supporting desirable behavior
- **Monitoring** and being involved in young people's lives
- Giving **structure, guidance, & consistent, fair discipline**
- **Modeling and teaching** desirable skills and behaviors





## What gets in the way of nurturing environments?

In families...

- ✱ Poverty
- ✱ Single parenthood or multiple marital transitions
- ✱ Marital conflict
- ✱ Higher levels of stress and chaos
- ✱ Parental depression and substance use
- ✱ Social isolation
- ✱ Lack of access to timely, effective support services



## What gets in the way of nurturing environments?

In schools and communities...

- ✱ Lack of funding
- ✱ Lack of training
- ✱ Lack of public support for prevention programs instead of punishment
- ✱ Not selecting effective programs
- ✱ Not monitoring program results



## RTI

- ✱ *Response to Intervention has become a major stimulus for discussion and action in schools.*
- ✱ *Educators are focusing on the RTI language in IDEA, especially in relation to the identification and support of students with possible learning disabilities.*
- ✱ *Schools are increasingly adopting the RTI logic to organize and deliver both academic and behavioral support for all students.*

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## Response to Intervention

### ✱ What?

- ✂ Change in behavior as a function of intervention
  - ✱ Cognitive, Behavioral, Social Learning and ?????

### ✱ Why?

- ✂ We need to decide whether to maintain, modify, intensify or withdraw an intervention

### ✱ So What?

- ✂ Academics and Behavior

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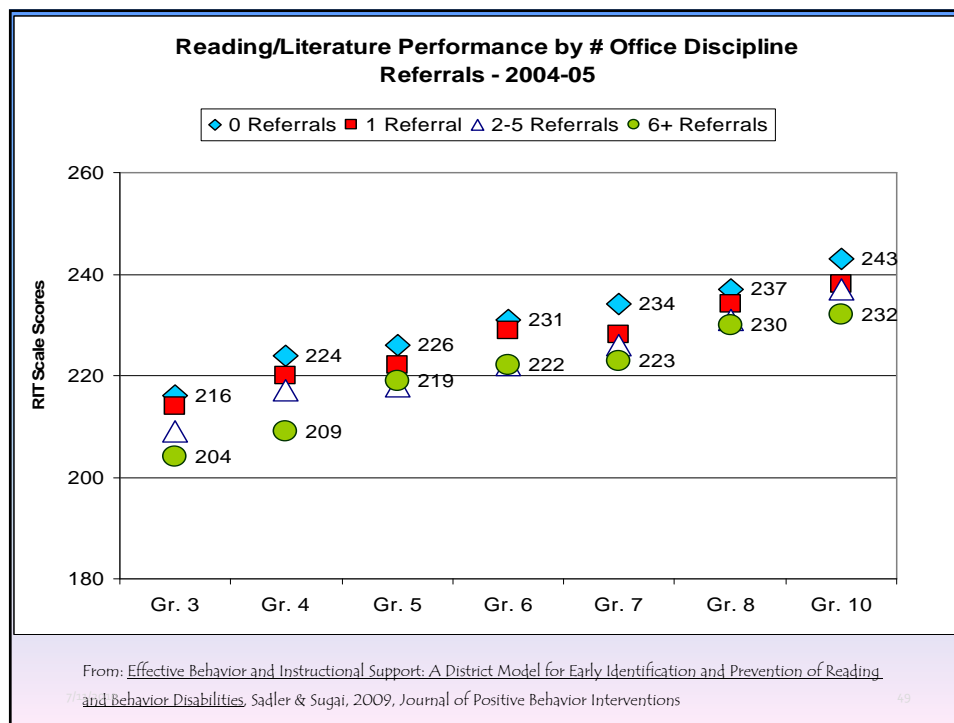
## Why RTI?

- ✱ Many students struggle academically **and** exhibit problem behaviors.
- ✧ Some students will misbehave because they “won’t do it,” and others will because they try and “can’t do it.”
- ✱ Behavior and academic success are intimately connected and need to be intelligently addressed—**together**

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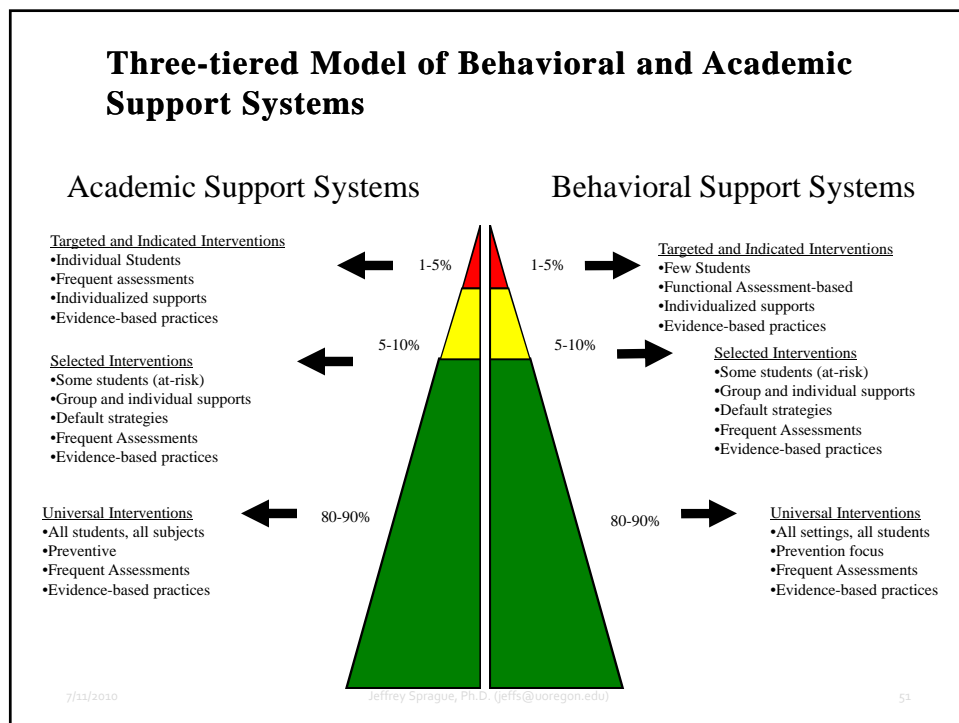
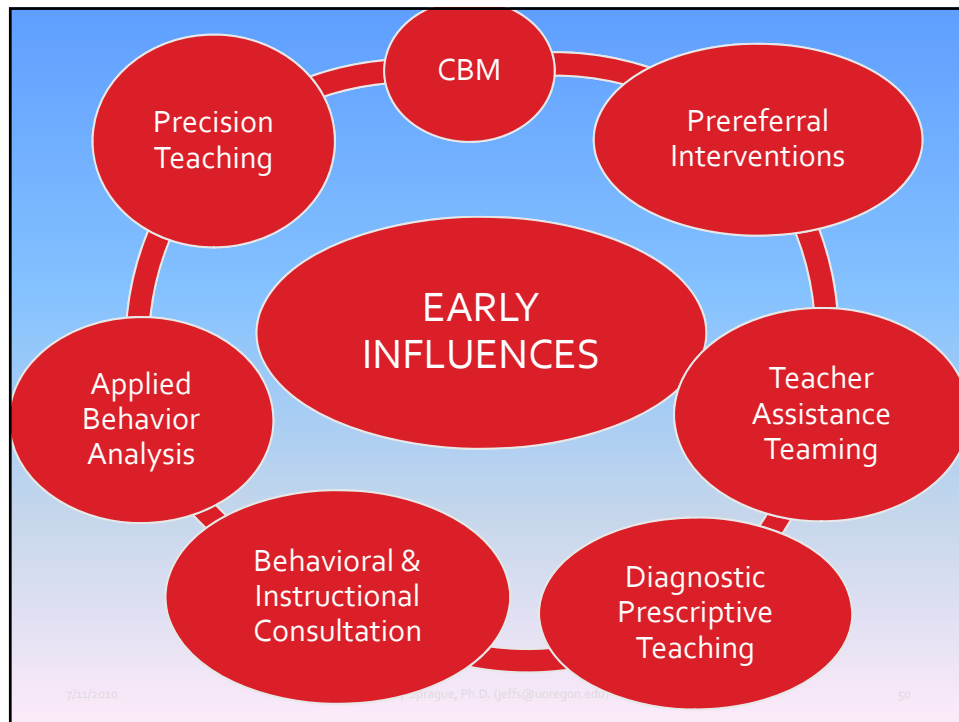
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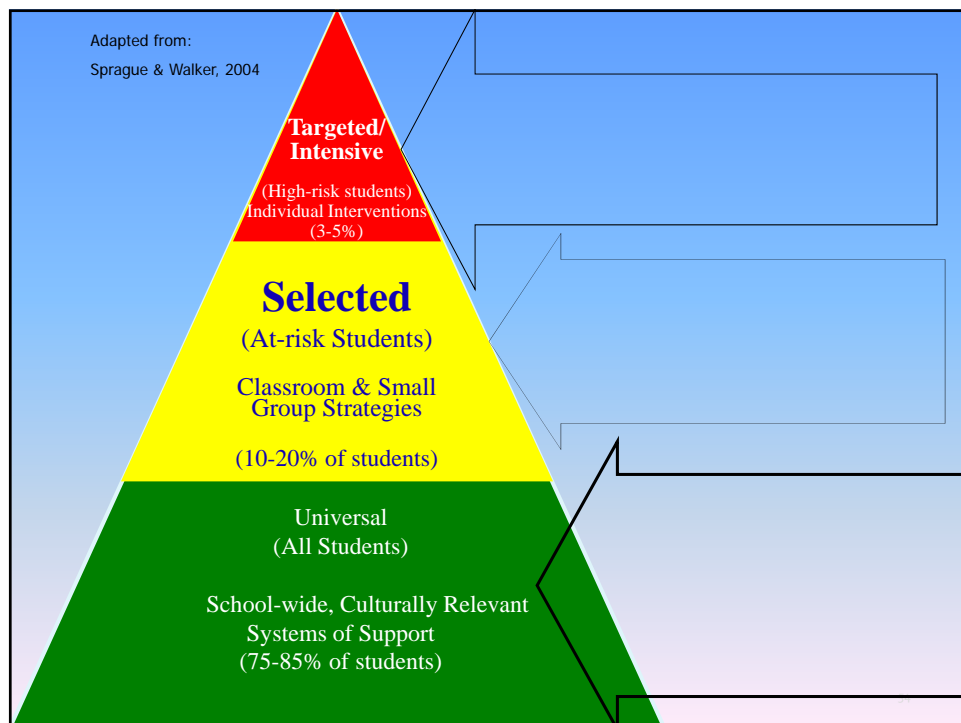
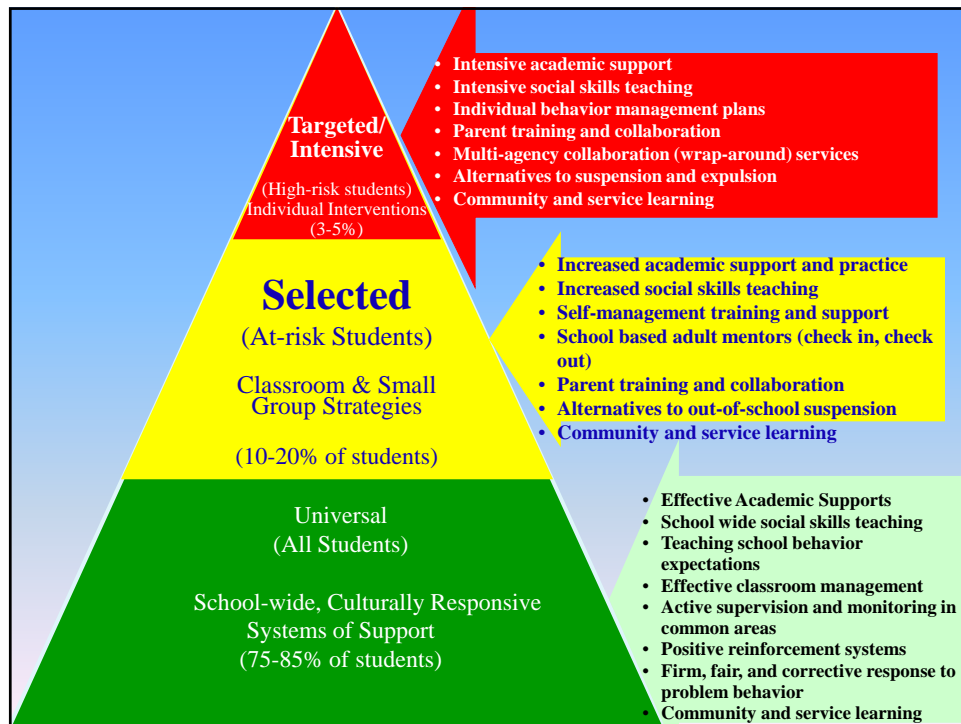
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RTI and Behavior Menu		
Intervention Intensity	Intervention	How are students Selected to Receive This Intervention?
Targeted/ Intensive (Few)		
Selected (Some)		
Universal (All)		
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Intervention Intensity	Intervention	How are students Selected to Receive This Intervention?
	<b>RTI and Behavior Menu</b>	
Targeted/Intensive (Few)	Sample Tier III Interventions Multidimensional Treatment Foster Care Adolescent Transitions Program (ATP). Family Check up FBA to PBIS Multisystemic Therapy	Lack of response to lower tier supports, documentation of a specific symptom or disease (e.g., depression,
Selected (Some)	Sample Tier II Interventions Adolescent Transitions Program (ATP). Family Check up Check and Connect (University of Minnesota) First Step to Success (k-2) Cognitive Behavioral Intervention for Trauma in Schools(C-BITS)	Teacher nomination, office referral rates, normative behavior ratings
Universal (All)	School wide PBS ( <a href="http://www.pbis.org">www.pbis.org</a> ) Set and teach rules Positive Reinforcement Systems Systematic Supervision Firm but fair behavior corrections Good Classroom Management! Websites for interventions: Consortium for Academic Social and Emotional Learning ( <a href="http://www.casel.org">www.casel.org</a> ) Improving the wellbeing of adolescents in Oregon <a href="http://www.oahhschoolscience.org">www.oahhschoolscience.org</a> Sample Tier 1 Interventions Second Step Violence Prevention Curriculum Triple P (Positive Parenting Program) The Strengthening Families 10-14 Program Positive Action (PA) Classroom Management and Social Skills Project Towards No Tobacco Use Life Skills Training	Applied to all students, regardless of risk status
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## Universal Screening

- ✱ Screen for adjustment problems often
  - ✧ Assess prevalence and build systems to match needs
- ✱ Help staff members and families understand
  - ✧ Adverse childhood experiences
  - ✧ Behavioral and academic indicators
  - ✧ Long term outcomes if support is not provided

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## Universal Screening

- ✱ Process of *finding the right customers*
- ✱ **Multiple-Gating:** Series of progressively more complex assessment procedures to identify students in need of more intensive services
  - ✧ Teacher nominations
  - ✧ Brief behavior rating
  - ✧ Team confirmation
    - Records review
    - Direct observation
    - Progress monitoring

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## Goals of Screening

- ✿ Fast, efficient, and respectful
- ✿ Include all children and youth of interest
  - ✕ If we make a screening error, the error should identify students that are not at-risk
  - ✕ Errors should not overlook students that are at-risk
- ✿ Identify students for further assessment that are not at-risk

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## Universal screening using office discipline referrals

- ✿ Advantage
  - ✕ Most schools track these already
- ✿ Disadvantages
  - ✕ “wait to fail”
  - ✕ Misses “internalizers”
  - ✕ Teacher/system bias

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## Office Discipline Referral (ODR) – Definition: “An event in which

- a) a student engaged in a behavior that violated a rule or social norm in the school,
- b) the problem behavior was observed or identified by a member of the school staff, and
- c) the event resulted in a consequence delivered by administrative staff who produced a permanent (written) product defining the whole event”

(Sugai, Sprague, Horner, & Walker, 2000, p. 96).

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## Do staff members follow written school discipline policies?

- ✱ A computer printout of ODRs indicated that about 45% of the disciplinary actions in a school did not correspond to its written policy
- ✱ 20% of the suspensions violated the written policy

(Morgan-D'Atrio et al., 1996)

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## Universal Screening Using Office Discipline Referrals: Sample Decision Rules

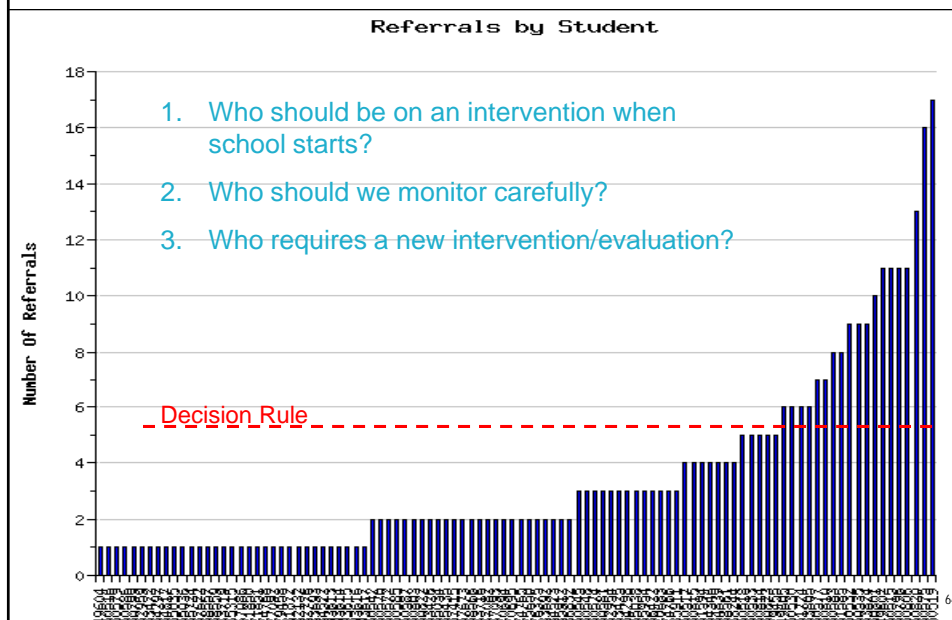
- ✱ **< 1** – remain in Tier I,  
universal supports
- ✱ **> 2 < 5 ODRs** – on the radar
- ✱ **> 6 ODRs** – in need of Tier  
II, secondary supports

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## Previous Years Discipline data



## Idiosyncratic Teacher Referrals

### ☀ Teacher Motivation Referral

- ✧ Argument One - Teacher desires to be rid of troublesome, difficult-to-teach students
- ✧ Argument Two - Teacher desires to secure assistance for students whose problems and needs exceed teacher's skill level and accommodation capacity
- ✧ Teacher as Imperfect Test (Gerber & Semmel, 1984)

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## Intensive PBS

### Request for Assistance

Student: Bradley      Grade: 3      Teacher: Mr. Skinner      Date:

Type of Concern: ☐ Academic      ☒ Social behavior

➤ What's the Problem? (Check all that apply.)

☐ Academic performance      ☒ Work completion      ☒ Noncompliance      ☐ Verbal defiance  
☐ Inappropriate language      ☐ Disruptive/talking out of turn      ☐ Fighting/aggression      ☐ Self-injury  
☐ Withdrawn      ☐ Tardy/truant      ☐ Other: \_\_\_\_\_

2. Please fill out the student's schedule:

Time	Subject/Activity	Teacher	What problem?	How Likely? Low      High
	Opening/homeroom			1 2 3 4
	Reading		Doesn't do his work, stares into space or doodles	1 2 3 4
	Math			1 2 3 4
	Lunch			1 2 3 4
	Recess			1 2 3 4
	Pt/specials			1 2 3 4
	Reading II			1 2 3 4
	Science			1 2 3 4
	Transitions (from what to what?)			1 2 3 4

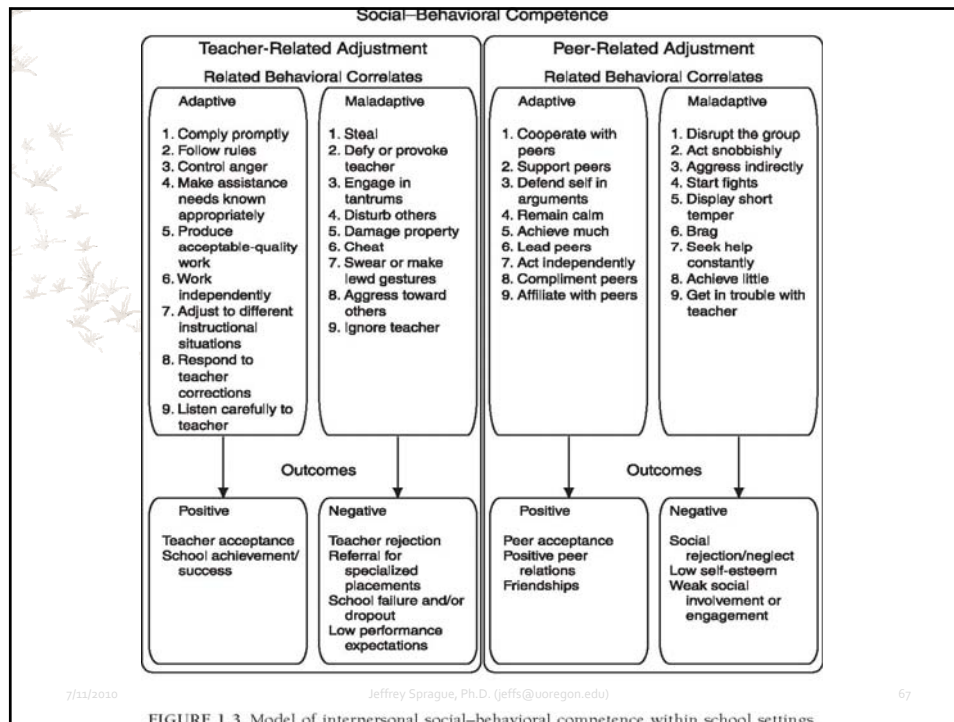
(More questions on back.)

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## Universal Screening Methods Using Multiple Gates

### ✱ Concerns

- ✧ Reduces discretion in teacher referral-verification process
- ✧ Each student identified must be served
- ✧ Fear of costs and potential to identify large number of BD students
- ✧ Concern about stigma

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## Universal Screening Methods Using Multiple Gates

- ✿ Gate 1
  - ✗ Teacher nomination
- ✿ Gate 2
  - ✗ Brief rating of student behavior
- ✿ Gate 3
  - ✗ Records review, direct observation, family interview

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Sample Universal Screening Timeline

	Dates	Universal Screening Steps
<b>Universal Screening 1</b> Week of October 22 - 26		
Teacher nominations	October 22	All general education teachers nominate and rank order students
Administer Rating scales	October 23	School team gives rating scales to teachers to complete
Score rating scales	October 24	School team collects and scores rating scales
Conduct observations	October 24 & 25	School team members conduct observations of qualifying students
Selection of Tier II Students	October 26	School team members review data and select students for additional supports
<b>Universal Screening 2</b> Week of January 7 - 11		
Teacher nominations	January 7	All general education teachers nominate and rank order students
Administer Rating scales	January 8	School team gives rating scales to teachers to complete
Score rating scales	January 9	School team collects and scores rating scales
Conduct Observation	January 10	School team members conduct observations of qualifying students
Selection of Tier II Students	January 11	School team members review data and select students for additional supports
<b>Universal Screening 3</b> Week of March 17 - 21		
Teacher nominations	March 17	All general education teachers nominate and rank order students
Administer Rating scales	March 18	School team gives rating scales to teachers to complete
Score rating scales	March 19	School team collects and scores rating scales
Conduct Observation	March 20	School team members conduct observations of qualifying students
Selection of Tier II Students	March 21	School team members review data and select students for additional supports

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Examples of externalizing types of behavior	Examples of internalizing types of behavior
Displaying aggression towards objects or persons	Low or restricted activity levels
Arguing or defying the teacher	Avoidance of speaking with others
Forcing the submission of others	Shy, timid, and/or unassertive behaviors
Out of seat behavior	Avoidance or withdrawal from social situations
Non-compliance with teacher instructions or requests	A preference to play or spend time alone
Tantrums	Acting in a fearful manner
Hyperactive Behavior	Avoiding participation in games and activities
Disturbing Others	Unresponsive to social interactions by others
Stealing	Failure to stand up for oneself
Not Following Teacher or School Rules	
Non-examples of externalizing types of behavior	Non-examples of internalizing types of behavior
Cooperating	Initiation of social interactions with peers
Sharing	Engagement in conversations with peers
Working on assigned tasks	Normal rates or level of social contact with peers
Asking for help	Displaying positive social behaviors toward others
Listening to teacher	Participating in games and activities
Interacting in appropriate manner with peers	Resolving peer conflicts in an appropriate manner
Following directions	Joining in with others
Attending to task demands	
Complying with teacher requests	
Student Nomination	
Externalizing Students	Internalizing Students
1	1
2	2
3	3
4	4
5	5

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Walker Survey Instrument: Elementary Student Version					
Never (1-2), Sometimes (2-3), Frequently (4-5)					
Enter responses below:					
Item #	Item	Value	Scale 1	Scale 2	Scale 3
1	Other children seek child out to involve him/her in activities.			0	
2	Uses free time appropriately.				0
3	Shares laughter with peers.			0	
4	Has good work habits (e.g., is organized, uses class time well, etc.)				0
5	Compromises with peers when situation calls for it.		0		
6	Responds to teasing or name calling by ignoring, changing the subject, or some other constructive means.		0		
7	Accepts constructive criticism from peers without becoming angry.		0		
8	Plays or talks with peers for extended periods of time.			0	
9	Initiates conversation(s) with peers in informal situations.			0	
10	Listens carefully to teacher instructions and directions for assignments.				0
11	Displays independent study skills (e.g., can work adequately with minimum teacher support).				0
12	Appropriately copes with aggression from others (e.g., tries to avoid a fight, walks away, seeks assistance, defends self).		0		
13	Interacts with a number of different peers.			0	
14	Can accept not getting her/his own way.		0		
15	Attends to assigned tasks.				0
16	Keeps conversation with peers going.			0	
17	Invites peers to play or share activities.			0	
18	Does seatwork assignments as directed.				0
19	Produces work of acceptable quality given her/his skill level.				0
Subscale Scores		0	0	0	0
Grand Total		0			
Risk Status (based on Total Score <= 61)		RISK			

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## Sample screening instruments

- ✿ Behavioral and Emotional Rating Scale
  - ✧ [www.proed-inc.com](http://www.proed-inc.com)
- ✿ Systematic Screening for Behavior Disorders
  - ✧ [www.sopriswest.com](http://www.sopriswest.com)
- ✿ Social Skills Rating Scale
  - ✧ <http://www.pearsonassessments.com/ssrs.aspx>
- ✿ Walker Survey Instrument
  - ✧ [www.duerrevaluation.com](http://www.duerrevaluation.com)

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## Activity

- ✿ With a colleague sitting near you, discuss the following question.
- ✿ If we were able to do universal screening across the grade levels in Academics and Social/Emotional development, what advantages would there be for:
  - ✧ Teachers?
  - ✧ Parents?
  - ✧ Students?
- ✿ What would be the preferred method(s) of screening and why?

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# Implementing and Integrating Three Tiers of Support



Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.

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## Tier 1 for All: Universal Supports in All Settings

- ✿ Most students respond to basic positive behavior supports
  - ✕ Even more when combined with a multi-level academic model
- ✿ Primary prevention is the goal (prevent onset)
- ✿ Initial level of resistance/response to intervention

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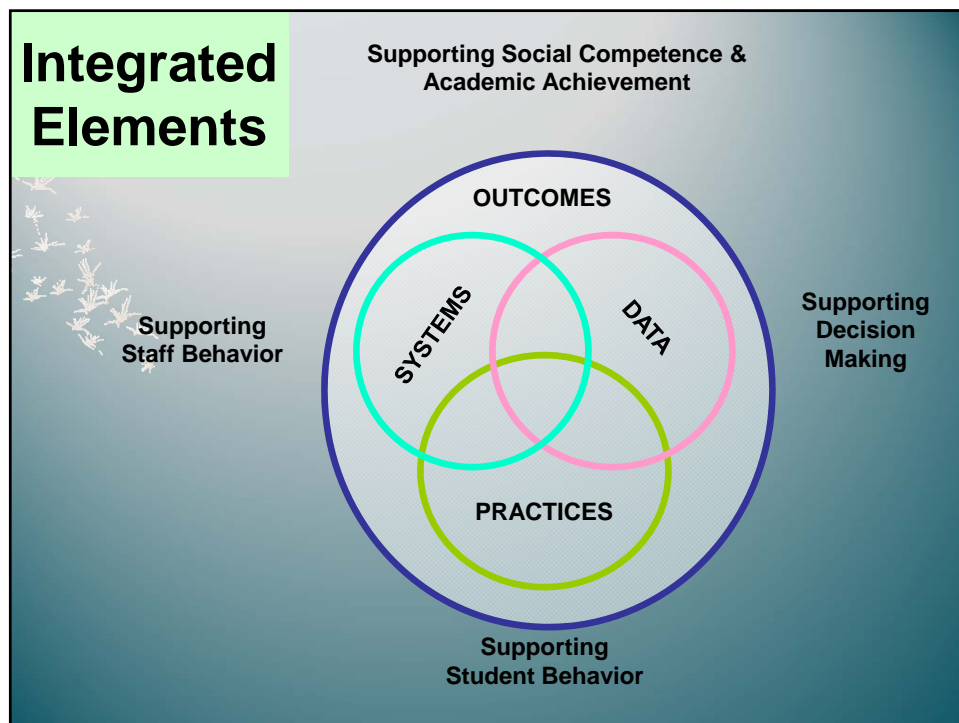
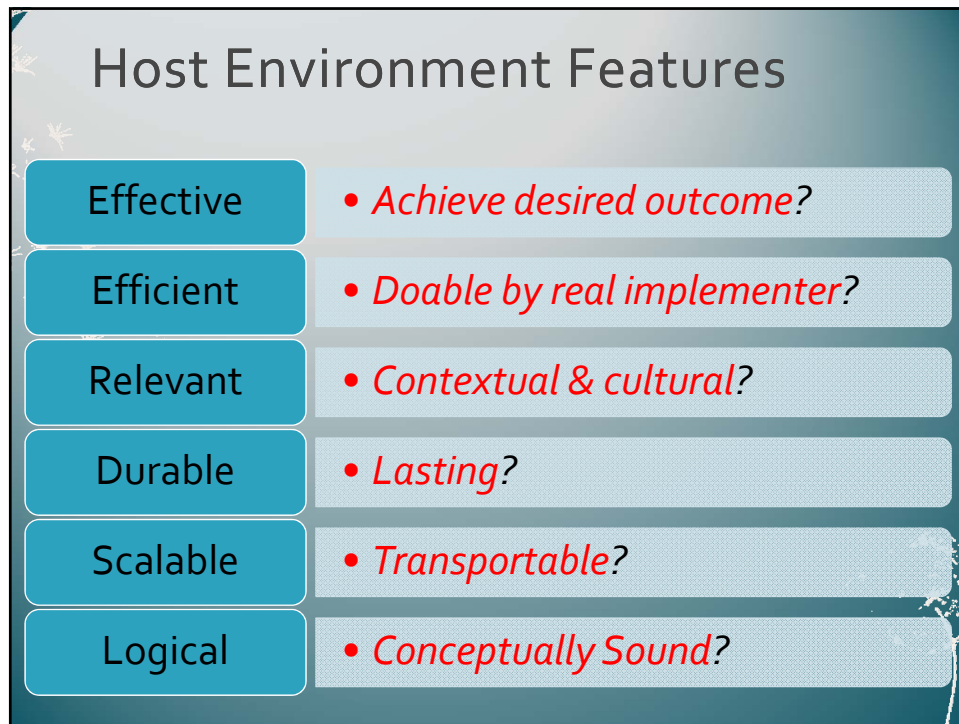
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## SWPBS Logic!

*Successful individual student behavior support is linked to **host environments** or school climates that are **effective, efficient, relevant, durable, salable, & logical** for all students*

(Zins & Ponti, 1990)







## RE-AIM for PBS Success

- ✱ Reach
- ✱ Efficacy
- ✱ Adoption
- ✱ Implementation
- ✱ Maintenance



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## SW-PBS: Adoption Conditions

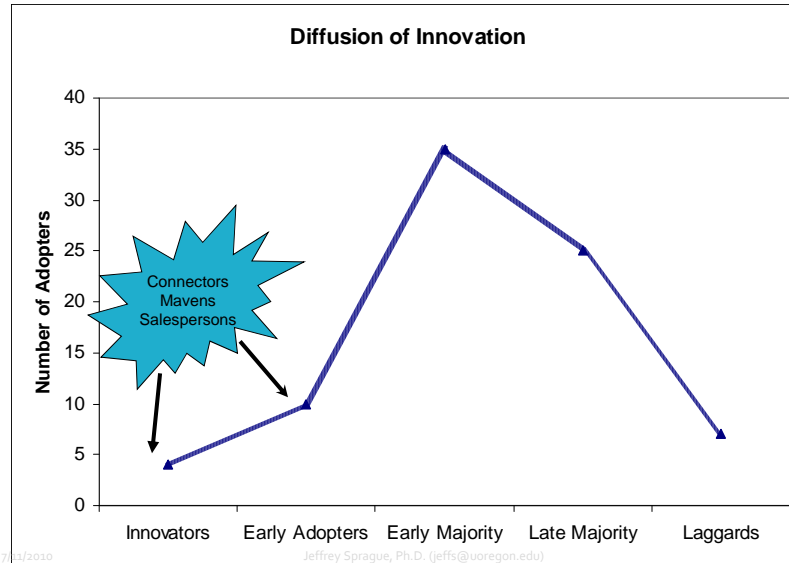
- ✱ Behavior is a school/program improvement priority
- ✱ Administrator is an active leader and involved!
- ✱ Each school has "champions/coaches"
  - ✂ Training and coaching for the adults
- ✱ Use of standard curriculum content and procedures (for kids and adults)
  - ✂ Most adults help implement the program (go with the goers)
  - ✂ All students affected and involved (universal, selective and indicated supports)
- ✱ System for performance-based feedback
  - ✂ Are we meeting our outcomes?
  - ✂ Are we consistent?

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## Diffusion of Innovation



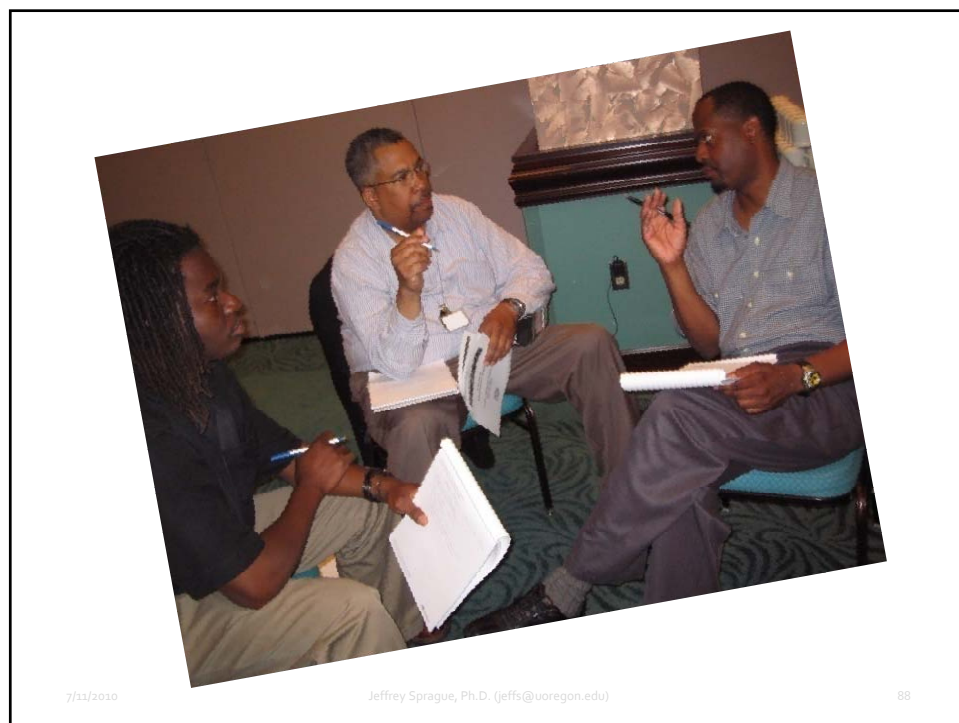
## Implementation Practices

- Train and support a representative team
  - ✕ Principal actively leads and facilitates
- Set time to plan and continuously improve
  - Set school-wide expectations
  - Set a plan to teach expected behavior
  - Set a plan to recognize expected behavior and actively supervise
  - Provide firm but fair behavioral corrections
- Use data (student and staff behavior) to make decisions and give/seek feedback to/from staff
  - ✕ Program outcomes (Office referrals, suspensions, expulsions)
  - ✕ Intervention fidelity (consistency and quality of implementation)

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## School-Level PBS Teams

- ✿ Meets monthly at school
- ✕ Continuous assessment of school progress and problems
- ✕ Implement discipline systems
- ✿ Team provides staff training/coaching across the year and is continuously available
- ✿ Team gives status report monthly to all staff
- ✕ Office Referral patterns and updates
- ✕ Intervention fidelity successes and concerns

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Los Angeles Unified School District  
Huntington Park High School  
Shared Decision Making Council  
Discipline Committee

"School Wide Positive Behavior Support Plan Committee"



### School Wide Positive Behavior Support Plan Committee Meeting Schedule

Meeting Date	Agenda Items/Tasks
<b>March 22<sup>nd</sup></b> After school (3:20 to 4:30PM) in Room 54A	Guest Presenter: Jacqueline Pimentel - LAUSD Behavior Specialist - Presenting the components of a School Wide Positive Behavior Plan. See power point handout.
<b>April 5<sup>th</sup></b> Lunch & 5th Period (12:24 to 2:07PM) in Room 54A	Goal and time line of work to be accomplished by July 07, discuss roles and responsibilities of committee members, discuss the 4 to 5 school rules and begin developing expected behaviors to be demonstrated in different areas of the campus.
<b>April 19<sup>th</sup></b> 4th Period & Lunch (12:24 to 2:07PM) in Room 54A	Finalize our school rules and expected behaviors in the different areas of the campus such as hallways, café, auditorium, etc.
<b>May 3<sup>rd</sup></b> 5th Period & After school (2:07 to 4:00PM) in Room 54A	Develop a system of consequences - progressive discipline and a system of rewards. Discuss levels of responsibility and enforcement.
<b>May 24<sup>th</sup></b> After school (3:20 to 4:30PM) in Room 54A	Finalize our consequences - discipline and rewards. Discussion on the "Tipping Point" Theory and what rules/behaviors do we want to focus our enforcement on? Develop a plan and time line of how to teach, re-teach to staff and students.
<b>June 14<sup>th</sup></b> Lunch & 5th Period (12:24 to 2:07PM) in Room 54A	Finalize plans and time line for rolling out the SWPBS Plan to teachers, students and staff.
<b>June 28<sup>th</sup></b> No Meeting	

**SWPBS Plan Committee Members**

**Leadership Team**

Paul Chavez-Paez

Shawn's Foster/V/D

Chair

Shirley Rahmoff-A

3rd/4th/5th/6th/7th/8th

Laura Wood/C

**A-1th Teachers**

Debbie Pade

**B-1th Teachers**

Lisa Antonio

Sharon Leubert

**C-1th Teachers**

Howard Burre

Darlene Douglas

Margaret Nelson

**Parent And Community Rep.**

Betty Davis-Gonzalez

Susan F. Higgins

Carina Garcia

T. Jean Sanchez


**Students**

Kathy Perez

Yessica Mendez

Andrea Mera

Yvette Lopez



**Olympic Primary Center**

All Meetings will be held in Room 54A (south door of old auto shop). Class coverage will be arranged for all teachers meeting one, unless the teacher informs Ms. Woodell (Ext. 240 or 348) if they are not planning on attending.

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## School-wide Rules

- ✂ Stated in positive rather than negative terms (avoid using NO)
  - ✱ "do" instructions are context setting
- ✂ Must be in clear, student-friendly language
- ✂ Visible in all school settings (e.g., classroom, office, cafeteria, library)
- ✂ Teach rules and discuss the importance of following rules
- ✂ Train all staff members on monitoring and reinforcing appropriate rule following behavior

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### Jane Addams High School Behavioral Expectations

Common Areas	Be Safe	Be Responsible	Be Respectful
<b>Classrooms</b>	<ul style="list-style-type: none"> <li>Keep walkways clear.</li> <li>Enter and exit in an orderly manner.</li> </ul>	<ul style="list-style-type: none"> <li>Bring all necessary materials to class.</li> <li>Use time efficiently.</li> <li>Value school materials and property.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate school language.</li> <li>Leave work space clean.</li> <li>Exit and enter classroom quietly.</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>Keep doorway clear.</li> <li>Ask permission to use appliances.</li> </ul>	<ul style="list-style-type: none"> <li>Represent the school in a positive manner.</li> <li>Use appliances appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Use a considerate tone of voice.</li> <li>Use appropriate school language.</li> <li>Be mindful of visitors.</li> </ul>
<b>Eating Area</b>	<ul style="list-style-type: none"> <li>Sit on benches</li> <li>Walk in eating area</li> <li>Line up for food in an orderly fashion</li> </ul>	<ul style="list-style-type: none"> <li>Pick up all of your trash</li> <li>Have money ready for food</li> <li>Get to class when bell rings</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate school language</li> <li>Be considerate who may have not eaten yet</li> </ul>
<b>Athletic Area (Volleyball and Basketball Court, Ping Pong Area)</b>	<ul style="list-style-type: none"> <li>Use sport equipment appropriately and safely</li> <li>Be aware others and space</li> <li>Go around the gate to retrieve balls</li> </ul>	<ul style="list-style-type: none"> <li>Put away all sports equipment after use</li> <li>Make sure area is left clean</li> <li>Get to class when bell rings</li> </ul>	<ul style="list-style-type: none"> <li>Resolve conflicts in a mature and positive manner</li> <li>Use appropriate school language</li> <li>Be mindful of other students waiting to play</li> </ul>
<b>Bathroom</b>	<ul style="list-style-type: none"> <li>Ask for permission</li> </ul>	<ul style="list-style-type: none"> <li>Ask for permission</li> <li>Keep the restroom clean</li> <li>Use the restroom and leave</li> </ul>	<ul style="list-style-type: none"> <li>Be mindful of others waiting</li> </ul>
<b>Arrival and Dismissal</b>	<ul style="list-style-type: none"> <li>Stay within school gate when arriving</li> <li>At dismissal avoid going over to Kennedy High School during school hours</li> </ul>	<ul style="list-style-type: none"> <li>School begins at 8:00am (breakfast is at 7:45)</li> <li>Get time card from homeroom teacher (arrival)</li> <li>Turn in time card to a teacher or principal (dismissal)</li> </ul>	<ul style="list-style-type: none"> <li>Exit school in an orderly fashion (dismissal)</li> <li>Respect your education. Remember all homework materials.</li> <li>Respect your education, fulfill all on task classroom time (Red: 310 min.; White: 280/250 min.; Gold: 250 min).</li> </ul>

**Vona Elementary**

**WANTED**  
students who are

Safe	Responsible	Respectful
Keep feet on the floor	Put towels in the garbage	Give people privacy
Keep water in the sink	Flush the toilet after use	Use quiet voices
Wash your hands	Return to class promptly	

**In the bathroom**

**WANTED**  
students who are

Safe	Responsible	Respectful
Arrive through front gate	Give teacher a high-five when you see your parents	Use kind words
Wait in line up area		Wait your turn
Leave through assigned gate		Follow teacher's direction

**at arrival and dismissal**

**WANTED**  
students who are

Safe	Responsible	Respectful
Keep your food to yourself	Eat all food before raising your hand	Allow anyone to sit next to you
Sit with your feet on the floor, behind on the bench, and facing the table	Clean up after yourself	Use quiet voices
	Raise your hand and wait to be excused	

**In the lunch area**

**WANTED**  
students who are

Safe	Responsible	Respectful
Walk to and from the yard	Put garbage in the trash cans	Play fairly
Stay in your grade level areas	Stop playing when the bell rings and walk to your line	Take turns
	Use the bathroom and get a drink of water BEFORE the bell rings	Include everyone
		Follow adult directions

**On the playground**

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**Los Angeles Unified School District  
Wilmington Middle School**

**HALLWAY CONDUCT**

- WALK ON THE RIGHT.**
- WALK DIRECTLY TO YOUR DESTINATION.**
- WEAR YOUR HALLWAY PASS VEST AT ALL TIMES.**
- SHOW RESPECT TO OTHERS.**
- CLEAR ALL HALLWAYS PRIOR TO THE SOUNDING OF THE TARDY BELL.**

Wilmington Middle School students shall become independent, self-reliant citizens who can set goals, create opportunities, and empower themselves to change their lives.

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**Los Angeles Unified School District  
Wilmington Middle School**

**Auditorium Conduct**

- Proceed quickly and quietly to your assigned seat.**
- Sit quietly and wait for instructions.**
- Demonstrate the qualities of a respectful audience.**
- Remain seated until dismissed.**
- Ensure that all trash is disposed of properly.**

Wilmington Middle School students shall become independent, self-reliant citizens who can set goals, create opportunities, and empower themselves to change their lives.

**Los Angeles Unified School District  
Wilmington Middle School**

**LOCKER ROOM CONDUCT**

- ARRIVE FOR CLASS EVERYDAY.**
- ENTER AND EXIT THE BUILDING PRIOR TO THE TARDY BELL.**
- ENSURE THAT ALL ITEMS ARE STORED IN YOUR ASSIGNED LOCKER OR A DESIGNATED AREA.**
- DO NOT USE OR POSSESS PROHIBITED ITEMS.**
- REPORT DIRECTLY TO YOUR TEACHER'S ASSIGNED COUNSEL AREA.**

Wilmington Middle School students shall become independent, self-reliant citizens who can set goals, create opportunities, and empower themselves to change their lives.

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## Directly teach and review expected behavior

### School Rule Lesson Plan Example

#### The Topic/Rule:

Use appropriate language in conversation

#### What do we expect the student to do?

1. Speak appropriately in all school settings
2. Give up use of profanity
3. Express anger or frustration with appropriate words

#### How will we teach the expected behavior?

**Tell why following the rule is important:** Profanity is offensive to other people and spreads negative attitudes. Using appropriate language is an important social skill for behaving in future employment and community settings.

**List examples and non examples of the expected behaviors (two to three each):** Ask students to identify examples and not-examples of each part of the rule. Ask them to identify both and tell why is a good or bad example of expected behavior.

- a. A *positive example*: When John's locker was stuck he said "I'm going to be late!" and walked to class.  
Mary saw an excellent car in the parking lot at the local store. She said, "I saw this really cool car today!"
- b. A *Non example*: John's locker won't open and class is about to start. He says "\*\*\*\*\*" and slams the locker with his fist. Other people in the area feel uncomfortable and afraid.  
Mary wanted to tell about a car she saw at the local store. She said, "I saw this \*\*\*\*\* cool car at the Safeway parking lot." Her friends were embarrassed.

#### Provide opportunities to practice and build fluency:

1. Brainstorm a list of alternative words or terms.
2. Engage students in a frustrating activity and prompt them to use appropriate language.
3. Discuss/identify positive things about our school or other students.
4. Generate a list of words that are not acceptable/acceptable.

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## Adopt a Mantra of Positivity

- ✿ Staff members to use at least 4 positive interactions to every 1 negative interaction (e.g., reprimands)
  - ✕ Positivity ratio
- ✿ Recognize appropriate behavior when it is happening, rather than react to problem behavior
- ✿ Prompt students to do the right thing (e.g., what they have been taught) before reprimanding

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## Example: School wide token economy

- ✿ Every staff member on campus is provided 20 Good Behavior Bucks each week
  - ✕ Hand out 1 per day to students who are following school rules exceptionally well
- “Principal Super Buck” or “Sub Super Buck”
  - ✕ 1 buck counts as 5
- ✿ Good Behavior Bucks turned in at the end of the week/month for prizes or privileges
  - ✕ Alter the program based on the data
  - ✕ Use multiple systems!

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## Recognize and reward expected behavior



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Walter Reed Middle School



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Lockhurst Elementary

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Logan Early Ed Center



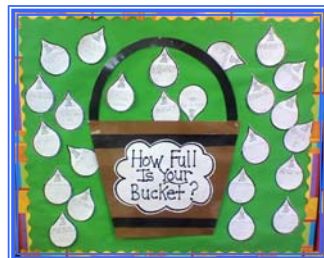
**Lockhurst Elementary****North Hollywood High School**

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**Carver Middle School**

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**Lockhurst Elementary****Cienega Elementary****Lockhurst Elementary**

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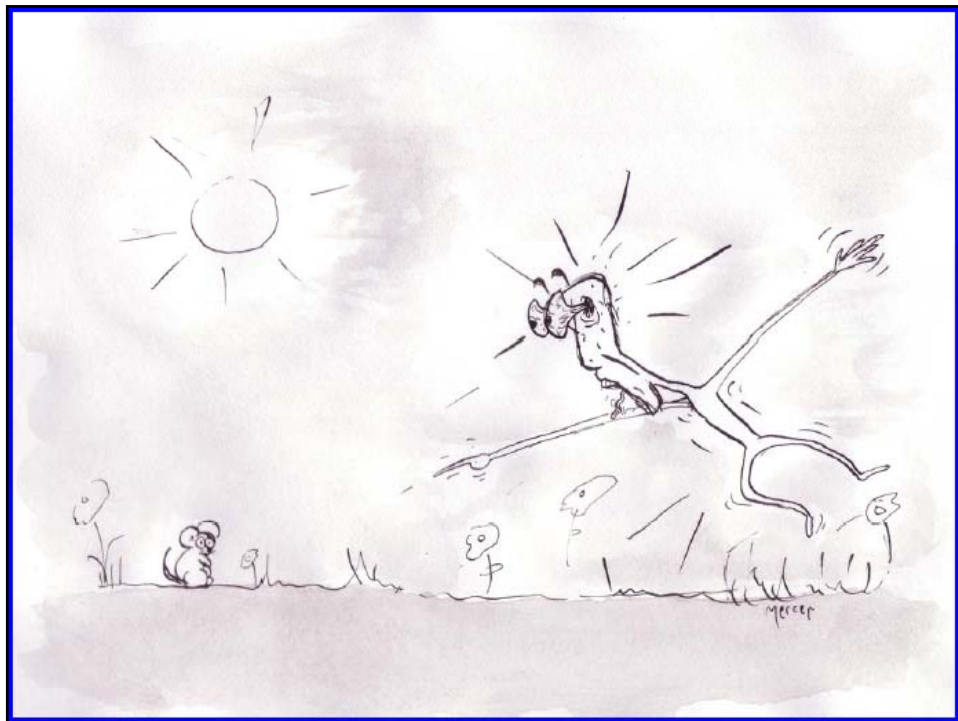
## Issues Regarding Positive Reinforcement

- λ Shouldn't Children at this age know what is expected?
- λ Praising feels unnatural.
- λ Isn't Praise manipulative and coercive?
- λ Isn't it bribing?
- λ Won't students come to depend on tangible rewards?
- λ Shouldn't rewards be for special achievements?
- λ Where will I get money to supply this type of system?
- λ Do students in Middle and high school still need rewards?

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### Jane Addams High School Monitoring and Correcting Behavioral Errors

Reason for Referral	Description	First response	Second response	Third response
Tardiness	Anything past 8:00am	<ul style="list-style-type: none"> <li>• Conference with teacher**</li> <li>• Documentation on card</li> <li>• Student makes up time</li> </ul>	<ul style="list-style-type: none"> <li>• Conference with principal</li> <li>• Doubling of time</li> </ul>	<ul style="list-style-type: none"> <li>• Parent conference</li> </ul>
Defiance	Not following rules or directions	<ul style="list-style-type: none"> <li>• Conference with teacher**</li> </ul>	<ul style="list-style-type: none"> <li>• Conference with principal</li> </ul>	<ul style="list-style-type: none"> <li>• Parent conference</li> </ul>
Foul Language	Using language inappropriate for school	<ul style="list-style-type: none"> <li>• Conference with teacher**</li> </ul>	<ul style="list-style-type: none"> <li>• Conference with principal</li> </ul>	<ul style="list-style-type: none"> <li>• Parent conference</li> </ul>
Poor Attitude	Disrespectful towards school, teachers, and other students	<ul style="list-style-type: none"> <li>• Conference with teacher**</li> </ul>	<ul style="list-style-type: none"> <li>• Conference with principal and/or counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Parent conference</li> </ul>
Off-Task Behavior	Taking part in activities other than school-work	<ul style="list-style-type: none"> <li>• Conference with teacher**</li> </ul>	<ul style="list-style-type: none"> <li>• Conference with principal</li> </ul>	<ul style="list-style-type: none"> <li>• Parent conference</li> </ul>
Low Productivity	Not making adequate progress in academic classes	<ul style="list-style-type: none"> <li>• Conference with teacher**</li> </ul>	<ul style="list-style-type: none"> <li>• Conference with principal and/or counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Parent conference</li> </ul>
Truancy	Repeated or excessive absences	<ul style="list-style-type: none"> <li>• Conference with counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Conference with principal</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Conference</li> </ul>

\*\*Conference with Teacher: During the teacher/student conference, the teacher reminds the student of the school-wide expectations and debriefs on how and where the student did not meet the expectations. Through this process the student is able to acknowledge the behavioral error and be equipped to make the right choice the next time.

#### CONSEQUENCES/SCHOOL RESPONSE REFERENCE GUIDE

ATTACHMENT I

Level A: Preventive Plans Misconduct that Requires Classroom Supports	Level B: Preventive Plans Misconduct that Requires a Collaborative Team Response	Level C: Intervention Plans Serious Offenses with almost no Administrative Discretion
<p><u>Preventive Plans</u></p> <ul style="list-style-type: none"> <li>• Reinforce guiding principles</li> <li>• Identify, teach and reinforce behavioral expectations, rules and social skills</li> <li>• Actively supervise, monitor and provide feedback on behavior in all areas of the school</li> <li>• Use firm, fair, corrective, consistent disciplinary techniques</li> <li>• Identify resources at school, local district, and in the community</li> </ul> <p><u>Examples of School-Related Misconduct:</u></p> <ul style="list-style-type: none"> <li>• Classroom disruption, (e.g., speaking out, out of seat).</li> <li>• Occasional tardiness</li> <li>• Poor team work/incomplete work</li> <li>• Harassing other students</li> <li>• Inappropriate clothing for school</li> <li>• Non-compliance with rules</li> </ul> <p><u>Examples of Consequences</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use time-out, demerit, loss of privileges or points consistently and non-emotionally assigned</li> <li><input type="checkbox"/> With the student, develop a contract with explicit expectations for behavior and consequences</li> <li><input type="checkbox"/> Assign student a written apology</li> <li><input type="checkbox"/> Call parents and alert them about behavior, eliciting their partnership</li> <li><input type="checkbox"/> Assign a contribution plan (i.e., contributing back to the classroom environment)</li> </ul> <p><u>Examples of School Response</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-teach group expectations, routines, and strategies, modify grouping patterns</li> <li><input type="checkbox"/> Use systematic positive reinforcement for students when they act appropriately</li> <li><input type="checkbox"/> Use mentoring strategies, assign a mentor</li> <li><input type="checkbox"/> Utilize a daily report card, involving parents and other staff in a partnership of support</li> <li><input type="checkbox"/> Utilize peer tutoring/counseling</li> <li><input type="checkbox"/> Determine the function of the student's behavior and teach replacement behavior</li> </ul>	<p><u>Preventive Plans</u></p> <ul style="list-style-type: none"> <li>• Work as a team, coordinating services</li> <li>• Collaborate with parent/caregiver(s)</li> <li>• Develop a school-based mentoring program</li> <li>• Access school, local district, District, and community resources</li> </ul> <p><u>Examples of School-Related Misconduct</u></p> <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Excessive tardiness/ongoing defiance</li> <li>• Engaging in habitual profanity or vulgarity</li> <li>• Being under the influence of alcohol or drugs</li> <li>• Vandalism/Graffiti/Theft</li> <li>• Bullying, harassment, sexual harassment</li> <li>• Truancy</li> </ul> <p><u>Examples of Consequences</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assign detention or in-school suspension</li> <li><input type="checkbox"/> Involve student in the development of individual behavior support plan to change behavior</li> <li><input type="checkbox"/> Enlist parent participation in a consistent response plan, e.g., daily signed behavior report</li> <li><input type="checkbox"/> Clean up/make restitution</li> <li><input type="checkbox"/> Loss of privileges</li> <li><input type="checkbox"/> Assign an out-of-school suspension</li> <li><input type="checkbox"/> Possible arrest</li> </ul> <p><u>Examples of School Response</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Convene a Student Success Team (SST) or COST</li> <li><input type="checkbox"/> Parent Conference</li> <li><input type="checkbox"/> Use debriefing forms to address misconduct</li> <li><input type="checkbox"/> Refer to community agencies</li> <li><input type="checkbox"/> Assign campus responsibilities</li> <li><input type="checkbox"/> Provide conflict resolution training, peer mediation, anger management</li> <li><input type="checkbox"/> Encourage enrichment activities (after school clubs)</li> <li><input type="checkbox"/> Assign Alternatives to Suspension, including in-school suspension or detention</li> <li><input type="checkbox"/> Assign out-of-school suspension</li> <li><input type="checkbox"/> Report to Law Enforcement</li> </ul>	<p><u>Intervention Plans</u></p> <ul style="list-style-type: none"> <li>• Identify crisis intervention plan and procedures</li> <li>• Identify emergency resources</li> <li>• Use resources in school, local district, District, and community</li> <li>• Work as a team, coordinating services</li> <li>• Collaborate with parent/caregiver(s)</li> </ul> <p><u>Examples of School-Related Misconduct:</u></p> <ul style="list-style-type: none"> <li>• Possessing, selling, or furnishing a firearm</li> <li>• Possessing and/or brandishing a dangerous object</li> <li>• Possession of an explosive</li> <li>• Selling a controlled substance</li> <li>• Committing or attempting to commit a sexual assault or committing a sexual battery</li> <li>• Causing or attempting to cause a serious physical injury to another</li> <li>• Robbery, extortion</li> </ul> <p><u>Examples of Consequences</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assign out-of-school suspension</li> <li><input type="checkbox"/> Expulsion</li> <li><input type="checkbox"/> Possible arrest</li> </ul> <p><u>Examples of School Response</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct investigation, interview all witnesses</li> <li><input type="checkbox"/> Consult with Student Discipline Proceedings Office</li> <li><input type="checkbox"/> Report to Law Enforcement</li> <li><input type="checkbox"/> Conduct parent conference/pre-suspension conference</li> <li><input type="checkbox"/> Review suspension and expulsion bulletins for specifics regarding mandatory actions</li> <li><input type="checkbox"/> Review teacher-student-parent interaction history</li> <li><input type="checkbox"/> Review social adjustment history</li> <li><input type="checkbox"/> Review Special Education status</li> <li><input type="checkbox"/> Consult with community agencies (e.g., probation, Mental Health Centers, Children's Services)</li> </ul>

BUL-3638.0  
Student Health and Human Services

March 27, 2007

## When dealing with non-compliance

- ✱ Stop and think
- ✱ Restate the request (won't do it or can't do it)
- ✱ Deliver the penalty or loss of privilege without expressed emotion if that is your plan.
- ✱ Avoid...
  - ✕ Arguing with the student
  - ✕ Holding a grudge
  - ✕ Trying to make the student feel bad or guilty for previous poor choices

7/11/2010

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**If you are patient in one moment of anger, you will avoid one hundred days of sorrow.**

Chinese proverb



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## Performance-based feedback

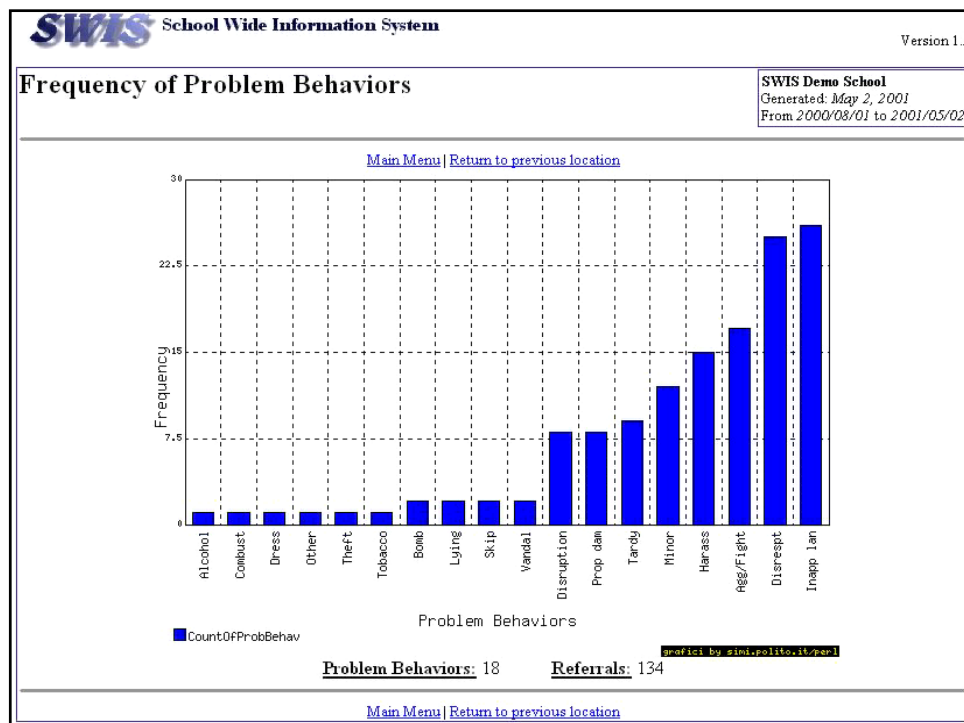
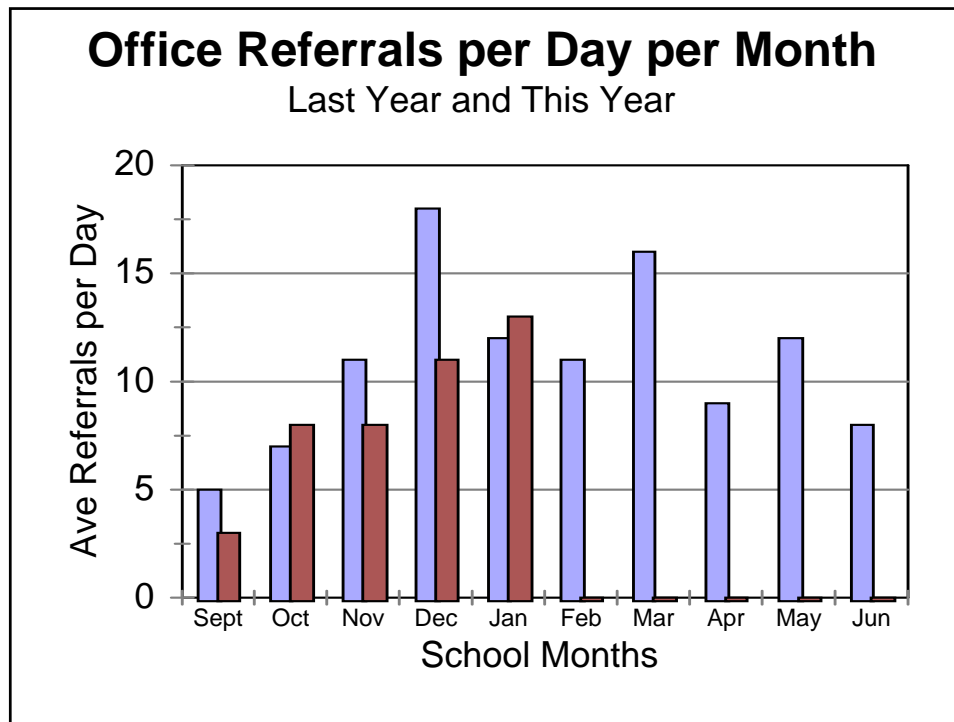
- ✿ How often do I get feedback about discipline patterns in my school?
- ✿ What kind of feedback do I get?
  - ✕ Total referrals
    - ✿ Referrals per day
  - ✕ Behaviors
  - ✕ Locations
  - ✕ Actions/consequences?

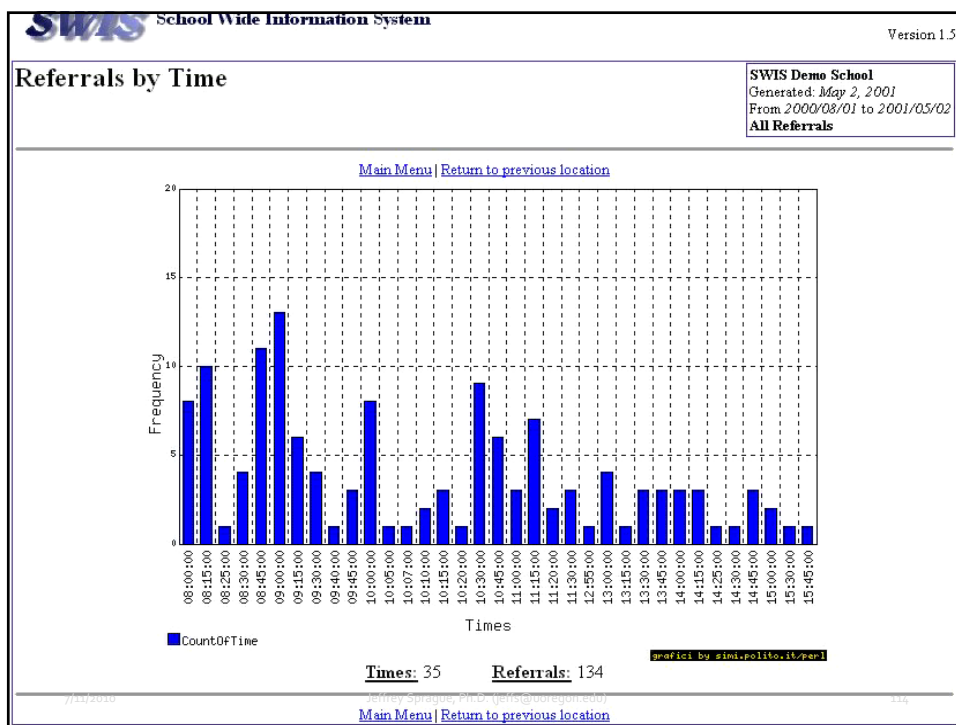
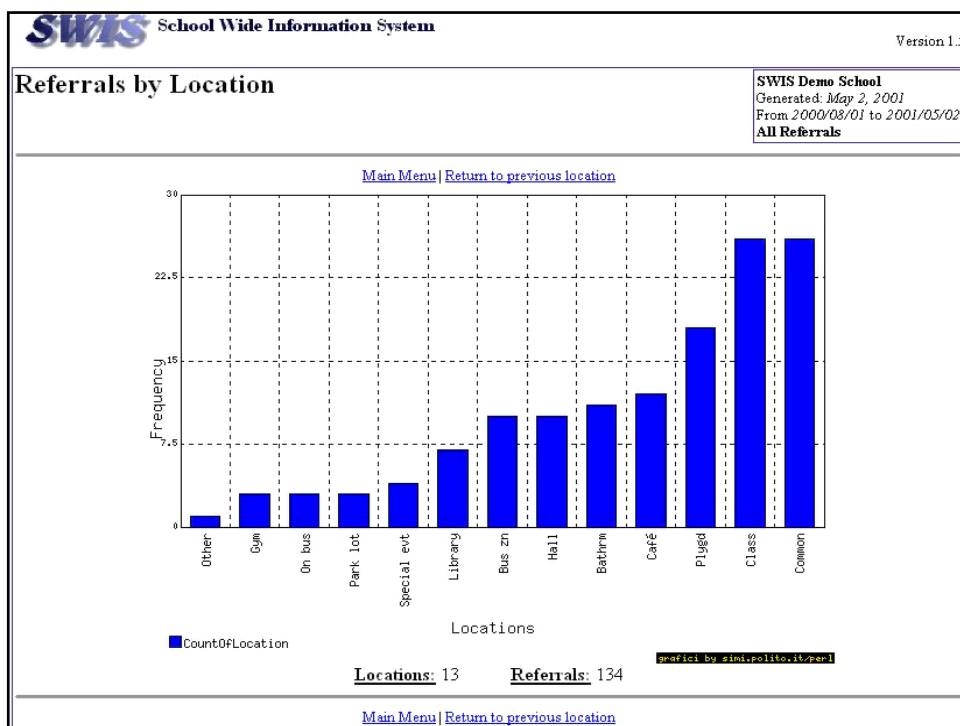
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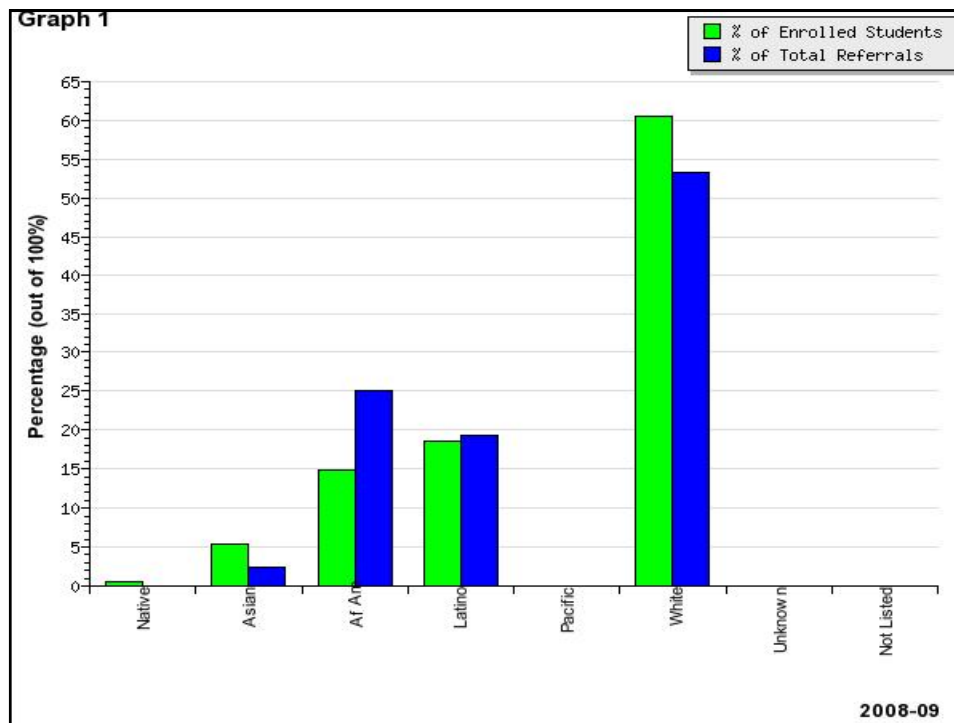
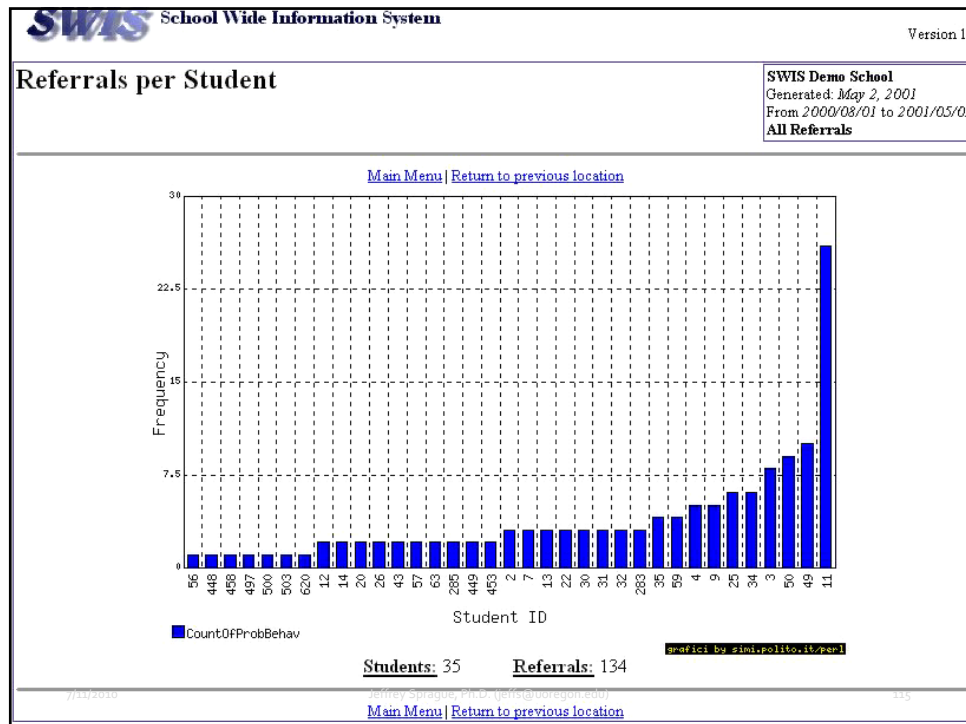
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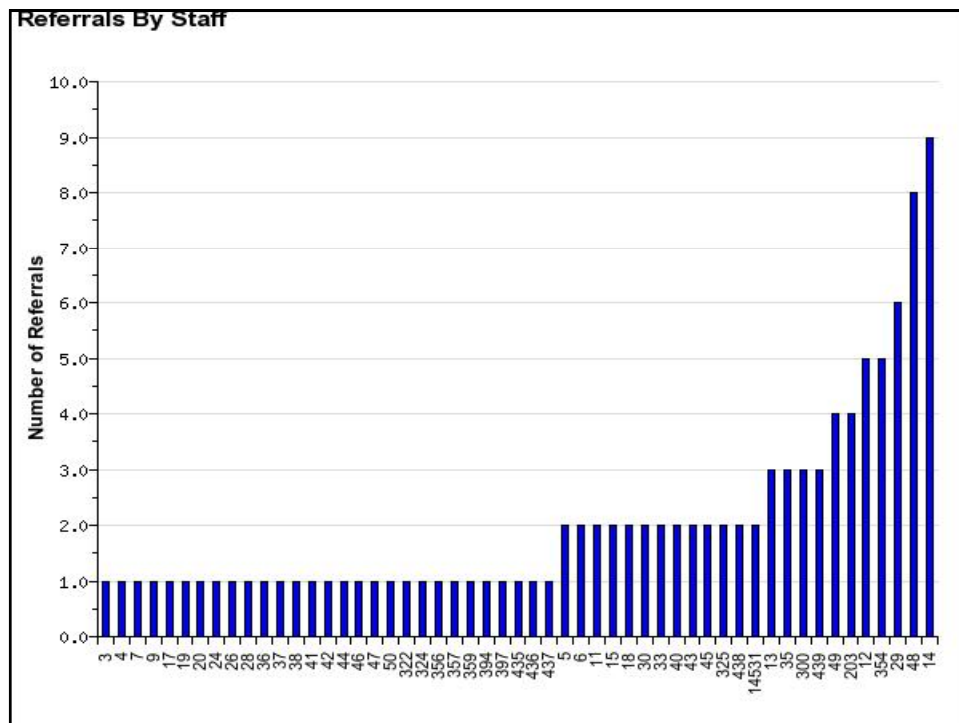
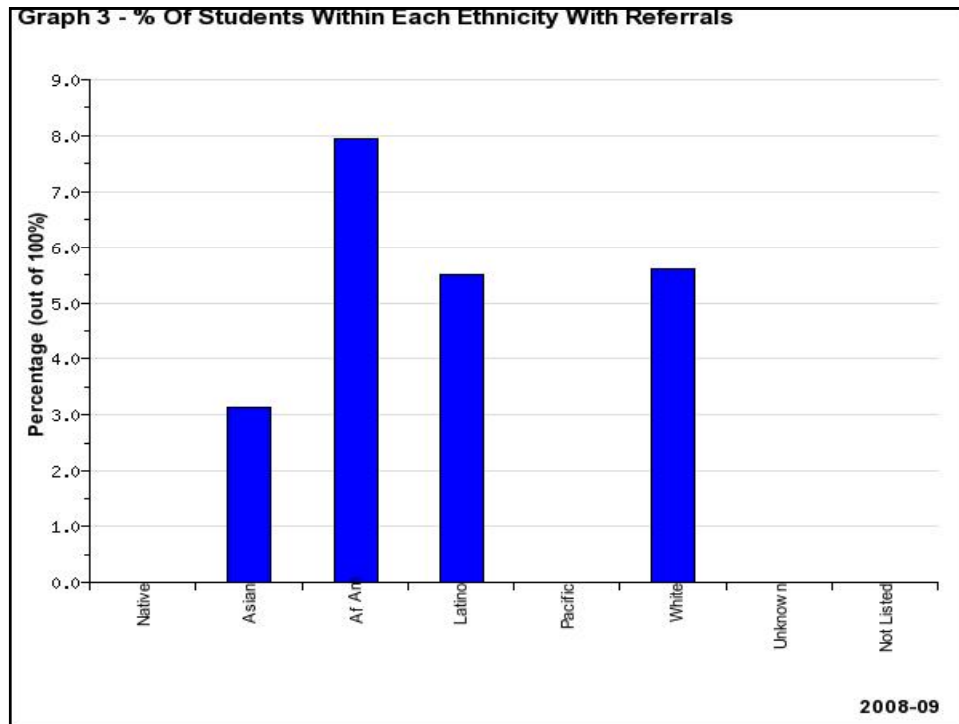


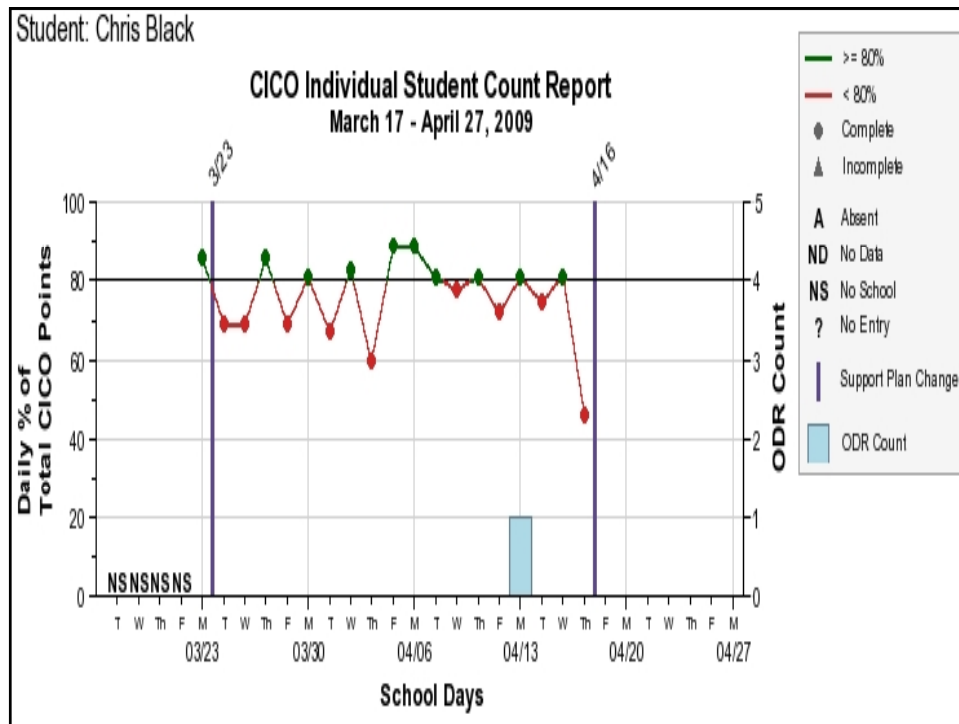








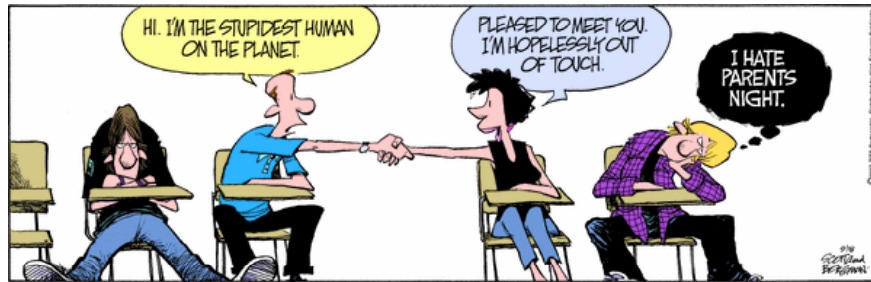




**SWIS**

**SWIS summary 08-09 (Majors Only)**  
3,410 schools; 1,737,432 students; 1,500,770 ODRs

Grade Range	Number of Schools	Mean Enrollment per school	Mean ODRs per 100 per school day
K-6	2,162	450	.34 (sd = .49)
6-9	602	657	.85 (sd = 1.11)
9-12	215	887	1.27 (sd = 2.39)
K-(8-12)	431	408	1.06 (sd = 2.60)



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## Systems of PBS

- School wide
- Common area
- Classroom
- Individual Student
- **We also need Family and Community Communication System!**



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## Recommendations

- Invest in building a positive social culture
  - Common language, Common vision/values, Common Experience
- Self-Assess (and use the information)
  - Are adult expectations **predictable** for students?
  - Are adult behaviors **consistent** across contexts?
  - Are adults **positive**?
  - Do students perceived the school as **safe**?

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## Recommendations

- Use your data to define the most important areas of focus (rate, location, time, student, behavior).
  - It is acceptable to start small (Hall, Cafeteria, etc)
- Build selective and intensive interventions with adequate support.
  - Check-in/ Check-out
  - Individual support plans

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## Committed Action

- Next steps. Specify some actions you will take in School and Classroom Management implementation, or advocacy for youth wellbeing – be willing to “live your values” and have troubling or difficult thoughts and feelings - even though the next steps might be hard or challenging
- And
  - ✂ Write it down and make a commitment to yourself.
  - ✂ It should move the needle in a valued direction!

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## Successful Youth

- Desire personal control
- Dream of success in life
- Learn to set and achieve goals
- Reframe their disabilities or problems in a positive light
- Are persistent
- Seek “goodness of fit”
- Use “learned creativity”
- Find supportive relationships

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## Books and resources

- Institute on Violence and Destructive Behavior
  - ✂ <http://uoregon.edu/~ivdb/>
- Iris Media
  - ✂ [www.lockiris.com](http://www.lockiris.com)
- Best Behavior: Building Positive Behavior Supports in Schools (Sprague & Golly, 2004)  
[www.sopriswest.com](http://www.sopriswest.com)
- Safe and Healthy Schools: Practical Strategies (Sprague & Walker, 2005) [www.guilford.com](http://www.guilford.com)
- RTI and Behavior: [A Guide to] Integrating Behavioral and Academic Supports (Sprague, Cook, Browning-Wright & Sadler, 2008) [www.shoplrp.com](http://www.shoplrp.com)
- Metzler, C.W., Biglan, A., Embry, D.D., Sprague, J.R., Boles, S.M., & Kavanagh, K.A. (2008). *Improving the well-being of adolescents in Oregon*. Eugene, OR: Center on Early Adolescence, Oregon Research Institute.  
[https://www.earlyadolescence.org/system/files/Adolescent\\_Wellbeing\\_in\\_Oregon\\_Sept22\\_smallFinal\\_o.pdf](https://www.earlyadolescence.org/system/files/Adolescent_Wellbeing_in_Oregon_Sept22_smallFinal_o.pdf)
- LAUSD Foundation Discipline Policy
  - ✂ [http://notebook.lausd.net/portal/page?\\_pageid=33,911578&\\_dad=ptl&\\_schema=PTL\\_EP](http://notebook.lausd.net/portal/page?_pageid=33,911578&_dad=ptl&_schema=PTL_EP)

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