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POSITIVE BEHAVIOR SUPPORTS IN THE CLASSROOM

Positive Behavior Supports for General Education Teachers in Inclusive Classrooms

by

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Abstract

Many educators struggle with behaviors in the classroom and have not been trained in utilizing evidence-based methods to support students. Research has shown that students whose behaviors are appropriate both in the classroom and school-wide score better on statewide testing (Polirstok & Gottlieb, 2006). Effectively utilizing PBIS closes the teaching gap, allows more time for teaching rather than discipline, and helps develop and support a sufficient relationship between student and teacher (Anderson & Freeman, 2000). This handbook begins by explaining what Positive Behavior Supports are, describes the 3 Tiers from the Multi-Tiered System of Supports (MTSS) with examples of those supports, and provides educators with common classroom scenarios. These common scenarios include examples of which Positive Behavior Supports would best support the student in the scenario.

Keywords: Education, Inclusion, Multi-Tiered System of Supports (MTSS), Positive Behavior Support (PBS), Positive Behavior Interventions & Supports (PBIS)

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Chapter One

Challenging behaviors can make teaching difficult. Numerous schools and districts encourage inclusive education. Many general education teachers have expressed not being prepared to aid behavior challenges. Various teaching credential programs do not provide teachers with the necessary tools they need to work with a population of students with behavioral needs. When teachers are hired through a district, there is minimal to no training and/or professional development offered on the topic of supporting challenging behaviors and reinforcing positive behaviors within the general education setting.

Purpose of Project

The intention of this project is to provide general education teachers with research-based strategies to support behavioral needs for all students in the classroom. Many teachers have expressed feeling underprepared executing/implementing behavioral strategies (Caldarella et al., 2014). The contents of this handbook provides educators with numerous examples and strategies to apply in the classroom. The strategies this handbook include are Positive Behavior Interventions and Supports (PBIS). PBIS focuses on reinforcing appropriate student behavior, monitoring and correcting problem behaviors, and targeting supports for students who continue to struggle with appropriate behaviors (Lane-Garon et al., 2012). This model of support facilitates social and academic success for all students, including students with disabilities. There are three tiers or levels of supports and interventions that make up this framework which become more individualized as needed. The first tier, known as the primary tier, focuses on the entire class or school by providing high evidence-based instruction and supports, which includes defining behavioral expectations and routines. The secondary tier usually focuses on a group of students that have difficulty succeeding with the primary tier and are provided with more intensive instruction and supports. The final tier, titled the tertiary tier is highly individualized to

meet the needs of a student if the supports and interventions from tier one and two were not supportive enough (Chitiyo & May, 2018). The long-term objective of utilizing Positive Behavior Supports and Interventions include: teachers and staff developing a sufficient relationship with the student, having the student participate in educational opportunities, and assisting the student in developing necessary skills to function in his/her community (Anderson & Freeman, 2000). With the implementation of these strategies and follow through, a positive and relaxed learning environment can be created for both the teacher and students.

Many schools are implementing School-Wide Positive Behavior Supports (SW-PBS). SW-PBS also involves three levels of interventions, including universal support, group support, and individualized support (Turnbull et al., 2016). The first level of school-wide universal support is creating a positive learning environment for all students by setting clear behavior expectations throughout the school, making sure students agree to those expectations, and providing opportunities for students to meet the expectations along with rewarding them. According to Turnbull et al (2016), the second component includes providing group support of about ten to fifteen students to address problem behaviors. The final level of support is individualized for students who are struggling with appropriate behaviors and who have attempted levels one and two (Turnbull et al., 2016). This handbook will support all individuals at the school site, increase academic engagement, decrease negative punishment, and encourage students to try their best.

Significance of Project

This handbook provides educators with positive, research-based and easy to use strategies to implement in the classroom and school-wide. These supports will not only help students with behavioral needs but typical students as well. By implementing these strategies, both in the

classroom and school-wide, students will gain support from all members of the school, providing consistency and with time it will reflect improved behavior at home. Implementing these supports will scaffold student engagement during teacher guided instruction and class work time. Polirstok and Gottlieb (2006) have stated after the initiation of the professional development for training staff on how to use positive behavior interventions, classrooms have successful behavior management which in turn has created more time for instruction. The staff training includes: how to develop classroom rules, how to teach those classroom rules in order for students to foster ownership of their performances, how to increase teacher cognizance about the language they use with students (praise and approval/disapproval), how to develop a system for reinforcement, how to catch students being good rather than bad, and how to work with high occurrences of disruptive behaviors (to reduce overtime). Polirstok and Gottlieb (2006) describe the data collected based off the staff training:

> Observable data supplied by principals characterized the nature of these changes: (1) teachers treated children with greater respect; (2) there was less "backbiting" among teachers than had occurred in previous years; (3) the faculty seemed less stressed; (4) teacher- paraprofessional teams functioned more consistently and more effectively with regard to classroom management; (5) itinerant teachers saw positive changes in the school environment; and (6) clinical staff interacted with teachers in a broader context as resource personnel. (p. 359)

Not only did the schools recognize effective classroom management and greater respect, the students that attended these schools also performed better on the California Test of Basic Skills. Data shows that after implementing these positive behavior interventions, there was an "increase of 8.3% of children reading at or above grade level" (Polirstok & Gottlieb, 2006, p. 358). Having

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engagement from all students will help close the teaching gap, allow more time for teaching and less time spent focusing on student misbehavior.

Another study done by Närhi et al. (2017) focused on two elements to enforce with students: (1) providing a clear behavioral expectation and (2) providing students with positive feedback. These two elements have shown to decrease student disruptive behaviors. These schools in this study aimed to make the school environment more predictable for students with clear expectations. Once the schools implemented these components, they stated, "the learning climate improved (according to both teachers' and students' evaluations), the time needed for behaviour management and teachers' experienced strain decrease, and the intervention was highly acceptable" (Närhi et al., 2017, p. 1188). Numerous studies have documented the positive and long-term outcomes from implementing PBS in schools for all staff members and students.

Definition of Terms

Inclusion: Including students with disabilities in the general education classrooms to learn with their typically developing peers and have access to the same opportunities as others (Carr et al., 2002; Dunlap & Harrower, 2001).

Multi-Tiered System of Support (MTSS): "The umbrella term used to describe a comprehensive school-wide and district-wide system of high-quality instruction and interventions for any student…The system is conceptualized as a three-tiered approach", such as Tier 1, 2, and 3 (Lindsey et al., 2018, p. 10).

Positive Behavior Support (PBS): Educational methods of procedures and strategies utilizing assessments and interventions to provide services to individuals who demonstrate challenging behaviors (Anderson & Freeman, 2000)

Positive Behavior Intervention Supports (PBIS): An approach intended to prevent learner problems from escalating by emphasizing instruction of desired behaviors, reinforcing

appropriate behavior, monitoring and correcting problem behaviors, and targeting supports for students who do not respond to prevention efforts (Lane-Garon et al., 2012).

School-wide PBIS (SW-PBIS): A preventative and reinforcement-based system of improving student behavior through systems-level and evidenced-based methods to improve social and learning outcomes for all students (Filter et al., 2016, p. 1; Turnbull et al., 2016, p. 222).

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Chapter Two

Literature Review

The Individuals with Disabilities Education Act (IDEA, 2004), requires that all students be taught in the least restrictive environment if feasible. To support all students, teachers can make adaptations in inclusive settings to improve the areas in which learners with special needs have difficulties (Kargin et al., 2010). This includes incorporating Positive Behavior Supports (PBS) and positive behavior intervention and supports (PBIS) into classrooms to address challenging behaviors of some students without neglecting behavioral needs of the others. Caldarella et al. (2014) reveal many elementary school teachers express that they are underprepared in effective classroom management practices. "Classroom management includes three core components: (a) allocation of maximum time for instruction, (b) arrangement of instructional activities to maximize student engagement and achievement, and (c) use of proactive behavior management strategies" (p. 357). These classroom management core components can be established through the use of PBS, which is embedded in PBIS.

The purpose of this project is to provide general education teachers in the elementary school level with PBS strategies for students with behavioral challenges in an inclusive classroom. This knowledge will help general education teachers create an effective, comfortable, and positive classroom environment. Providing teachers with these supports will help create and sustain a healthy classroom environment allowing students to comprehend what is expected and create more time for learning. This literature review will address the Positive Behavior Supports general education teachers can utilize in an inclusive classroom. The four themes related to the importance of behavioral supports in the general education classroom include (1) Positive

Behavior Supports; (2) How Positive Behavior Supports Are Used; (3) Importance of PBS and (4) Staff Buy -In of PBS.

Positive Behavior Supports

PBS is recognized as an evidence-based approach in preventing or eliminating challenging behaviors by teaching and reinforcing appropriate social skills with students (Caldarella et al., 2014). As described by Anderson and Freeman (2000), PBS is a framework for developing effective interventions and programs for individuals who exhibit challenging behavior(s). PBIS is an updated approach based on PBS and includes an intervention aspect. PBS and PBIS use a wide variety of procedures and strategies drawn from applied behavior analysis (ABA). "The framework of PBS describes both (a) a set of values regarding quality of life and the rights of persons with disabilities and (b) procedures and steps to be used when working with people who exhibit challenging behavior" (Anderson & Freeman, 2000, p. 86). The desired outcome of this design is to pursue lifestyle changes for individuals, which includes: the individual developing and maintaining satisfying relationships, participating in productive and meaningful employment or educational opportunities, participating in recreational activities, and to develop the skills necessary to function effectively in his/her community (Anderson & Freeman, 2000). By implementing PBS interventions with students, it supports them in achieving a desired lifestyle and appropriate behaviors (Brown et al., 2016).

The development of PBS was originally focused on providing intensive supports for individuals who showed severe challenging behaviors (Brown et al., 2016). Researchers and school-personnel expanded the function of PBS to a multi-tiered approach, which is now known as the multi-tiered systems of support (MTSS). MTSS consists of three areas of disruptive behavior preventions: primary (Tier I), secondary (Tier II), and tertiary (Tier III). This three-step

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approach was designed to allow for specific supports at each level to ensure students are provided with the best support possible.

The primary tier (Tier I), provided in larger group settings, addresses support needs for about 75% to 80% of students both school-wide or universally. Tier I supports include; establishing a school-wide PBS team, defining the school-wide expectations of behaviors, teaching those expected behaviors, establishing a reward system for those who follow the expected behaviors, and continuous collection of data (Brown et al., 2016). This allows teachers to maintain clear daily classroom expectations for all students.

The secondary tier (Tier II), typically provided in smaller group settings, focuses on selected students which would consist of 10% to 15% of students school-wide. Specific aids put into place include; daily check-in and check-out's with items such as a daily progress report. Other supports for students include; social skill training groups and/or a mentoring program. (Brown et al., 2016). Visual aids are necessary for certain students because they benefit from seeing what their schedule consists of and what to expect for the day.

The tertiary tier (Tier III) is a system of supports provided to individual students, consisting of about 5% to 10% of students in a school (Bradshaw et al., 2010; Brown et al., 2016). These students typically display severe challenging behaviors, requiring more personalized and intensive supports. One support for this tier would include a data collection form based on observations for a potential functional behavioral assessment (FBA), providing educators with the understanding of the function of the behaviors produced by the student (Brown et al., 2016). Gathering data through observations gives the teacher a better idea of how to provide targeted individual supports and eliminates possible antecedents of the undesired behavior.

Having supports like MTSS guide teachers and schools in having a more dynamic system set in place (Chitiyo & May, 2018) for many unforeseen behavior challenges. The Individuals with Disabilities Education Act (IDEA, 2004) requires teachers to utilize positive behavioral intervention strategies to address the conduct of students with disabilities that impedes their learning and other students' learning. In providing students with the correct supports, teachers can assist students in pursuing lifelong behavioral changes.

How Positive Behavior Supports are Implemented

PBS requires inclusive values and behaviors towards all students. This commits educators to work with students rather than to suspend or expel them due to troubling behavior(s). The purpose of PBS is to reduce and ultimately prevent behaviors that interfere with learning and to interact with students in a positive way (Lindsey et al., 2018). Through providing every student with Positive Behavior Supports, teachers can reduce the amount of negative behaviors exhibited by students. In pursuance of teachers to fulfill supports, inclusivity in the classrooms and around school must be practiced.

Classroom wide behavioral interventions are an important stepping stone as they promote a generalization of expected behaviors and skills across school and home settings (Giallo & Hayes, 2007). Reinke et al. (2013) highlight four key components for effective classroom management. The first classroom management component to implement is classroom rules and expectations that are: age appropriate, specific and observable, positively stated, easy to understand, consistent, and enforceable classroom rules that aligns with the school-wide expectations. The second component is providing effective instruction by offering students with opportunities to respond (OTR) to academic questions at an appropriate pace. The third component is to reinforce student appropriate behaviors by providing students with a ratio of 4 positive interactions to 1 negative interaction. The fourth component is responding to behavioral

violations in a consistent manner; either by ignoring undesirable behavior(s) or praising students that are exhibiting the appropriate behavior (Parsonson, 2012; Reinke et al., 2013). Other ways to provide classroom wide interventions include; teacher performance feedback, enhancing student engagement by allowing students more time to participate in asking and answering questions (Parsonson, 2012). These strategies allow for reduction of classroom problematic behaviors and encourage appropriate student behavior.

School-wide positive behavior intervention and support model (SW-PBIS) "is a conceptual framework focused on facilitating social and academic success of all students including students with disabilities by using positive and proactive research-validated behavioral interventions" (Chitiyo & May, 2018, p. 94). SW-PBIS has been undergoing constant developments for more than 20 years, and its implementation in many schools continues to grow. Schools that commit to SW-PBIS, must include an adoption of practices which include: three to five positively stated expectations and rules, procedures for teaching and modeling behavior expectations, rewarding and acknowledging appropriate behaviors, discouraging inappropriate behaviors, ongoing assessments, and plans for evaluating outcomes using data-based decision making (Filter et al., 2016).

Providing students with positive praise is easily achievable, due to the abundant opportunities provided on a daily basis. Teachers can provide positive interactions with students through modeling, recognizing positive behavior(s), student performance, and engaging in positive conversations that enable students to feel valued and respected. Studies from these positive interactions with students have exhibited a significant reduction of student disruptive behavior (DB) and an increase in academic engaged time (AED) (Cook et al., 2017). Praising

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students for their positive behaviors helps their attitude and mindset. Modeling desired behaviors

provides students with an idea of what is expected and tolerated in the classroom.

Importance of PBS

Successful behavior management is a critical prerequisite for successful academic

instruction. PBS promotes strategies that help teachers maximize achievement, deter problem

behaviors, and increase positive interactions with both peers and adults (Muscott et al., 2008).

The lesser extent of time dedicated to guiding challenging behaviors in the classroom on a daily

basis, render teachers more time for academic instruction. Evidently, more time spent on

academics gives students a greater chance at success in an inclusive setting (Polirstok &

Gottlieb, 2006). PBS promotes student attainment, both educationally and socially.

Research indicates in New Hampshire schools, time was recovered for learning, teaching,

and leadership due to reductions of office discipline referrals (ODRs), and suspensions. Based on

the School-wide Evaluation Tool (SET), student achievements in math and reading improved

(Muscott et al., 2008). Additionally, Bradshaw et al. (2010) examined standardized test

achievement scores, revealing the impact of SW-PBIS training. Results presented improvements

observed in the schools that implemented SW-PBIS, which surpassed the improvements

observed in the untrained schools on three of the four tests (p. 139). Many results from various

other studies show apparent student performance improves academically and socially when

teachers and/or staff implement positive behavior supports (Bradshaw, et al., 2010; Muscott et

al., 2008; Närhi et al., 2017).

Närhi et al. (2017) discovered, classroom-wide PBS (CW-PBS) improves classroom

climate, time needed for behavior management, teachers experienced less strain, and

interventions were highly acceptable. Lane-Garon et al. (2012) report the effects of

implementing school-wide PBS results in: improved attendance, a positive and calming

environment for both teacher and students, and a reduction in behavioral disruptions (p. 202).

Possessing such favorable outcomes benefits staff members and students towards maximizing

educational time, decreasing referrals and suspensions, and students gaining academic

achievement (Polirstok & Gottlieb, 2006). Teachers and other staff members play a key role in

delivering and following through with PBS in the classroom and school-wide.

Staff Buy-In of PBS

In the pursuance of carrying out PBS school-wide, it is essential that staff members deem

the adoption of PBS essential in their school. To ensure sustainability and intervention fidelity

for the implementation of PBS, staff buy-in cannot be presumed, it is an essential factor of

supporting the intervention (Filter et al., 2016). Filter, et al. (2016) provide a four-stage process

of a system change to school-wide PBS: (1) creating readiness, (2) initial implementation, (3)

institutionalization, and (4) ongoing innovation (p. 2). To ensure these four essential stages

towards SW-PBS occur, staff must be in agreement and actively practice the research driven

stages. Based on their study, 80% criterion for staff buy-in is necessary for schools to implement

SW-PBS successfully (Filter et al., 2016, p. 2). "It is likely that schools with low staff buy-in will

struggle to implement with fidelity" (Filter, et al., 2016, p. 12). Pursuant to Chitiyo and May

(2018), it takes a minimum of three years for initial implementation of SW-PBIS, which

engenders some schools to abandon the model. By doing so, schools may revert back to

ineffective, traditional punitive disciplinary practices, such as; suspension and expulsion. Prior to

beginning SW-PBS, staff must be interested in adopting the model and following through.

Schools must critically analyze their discipline practices through monthly behavioral data

evaluation, particularly ODR's (Boneshefski & Runge, 2013).

Professional development programs are most successful when teachers are provided with

the opportunity to reflect on their current practices and when they believe their behavior will

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result in desired and valued student learning behaviors (Giallo & Hayes, 2007). Filter et al.

(2016), record schools with low staff buy-in will likely struggle with fidelity, requiring schools

to foster action plans to increase staff buy-in over time. Hence, staff buy-in is pertinent to

initiating school-wide PBS.

Summary

Teachers perform an essential role in applying behavior management strategies, it is vital

they are well trained and provided with adequate resources and supports (Giallo & Hayes, 2007).

With the push for inclusive classrooms, many educators have difficulty maintaining classroom

management. In order to have an effective classroom management system, there is a high need

for professional development for educators to support and encourage Positive Behavior Supports

and interventions. With the use of Positive Behavior Supports and interventions classroom-wide

and school-wide, students will have more academic and social growth.

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Chapter Three

Methodology

Many general education teachers have expressed their thoughts and concerns regarding how unprepared they are in implementing effective classroom management practices. The purpose of the project was to illustrate how general education teachers in elementary schools can utilize Positive Behavior Interventions and Supports (PBIS) throughout the classroom to help support students with learning disabilities while promoting inclusion. Providing supports for all students' needs in the classroom can be challenging when students fail to meet behavioral expectations. Articulating behavioral expectations, providing all students with positive feedback, and following a routine provide teachers with classroom management skills that offer a more supportive environment in order for students to be more successful. Many students and educators will benefit from taking the steps of Positive Behavior Intervention and Supports.

Audience and Setting

The primary audience of this handbook is for elementary level general education teachers. The strategies provided in the handbook will be used in general education settings for all students to promote inclusion. The setting in which the handbook was created was in a Title I, Southern Californian school. The author completed clinical practice at the site and recognized a need for support for general education teachers with students with disabilities. The site contains a total of 608 students with 47.9% being English Learners and 16.8% of students with disabilities. This handbook provides general education teachers with research-based strategies to reinforce positive behaviors and help prevent non-preferred behaviors throughout the classroom. Some key considerations the author kept in mind to meet the needs of the population was cultural differences and lack of communication from parents and/or guardians.

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Procedures for Developing the Project

The first step the author took in creating this project was gather information about how general education teachers support positive behaviors in the classroom. The author extensively researched different forms of research-based supports, how they are utilized within the classroom, and how effective they are in the elementary level. Once the author gathered and identified the different forms of research-based supports, the author explored the importance and results of Positive Behavior Supports in different schools around the world. After researching, the author created a list of research-based strategies and supports that have been exhibited to improve student academic engagement.

The second step the author took was developing the curriculum for this project. The author developed a user-friendly handbook to present to general education teachers. The author highlighted many research-based PBIS strategies that have proven to be effective in general education classrooms. Through the research of articles, books, and websites, the author identified multiple strategies for teachers to implement in order to support students in a successful, positive environment. The handbook contains definitions of key words, easy-to-read charts, strategies to structure your classroom, and multiple scenarios to gain a better understanding.

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Chapter Four

Results

In designing this handbook, I found it crucial for it to be easily accessible to all educators and school staff members. The handbook is organized in a way that is easy to navigate and read. It consists of various tools, common scenarios, resources, and visuals for the reader. The handbook, "Positive Behavior Supports Handbook for All Classrooms" is broken into four chapters. Each chapter contains information about a specific Tier with examples.

The handbook consists of 20 pages containing the following information:

- Title Page

- Table of Contents

- Welcome page with Objectives

- Page 1: PBIS key terms that participants will be reading about.

- Page 2: a short introduction of what PBIS will help students and educators accomplish and how to successfully implement PBIS.

- Pages 3-4: an introduction to Tier 1 - Universal Supports along with a chart containing diverse forms of support for Tier 1 with examples of what each support looks like.

- Page 5: 2 scenarios of common student behavior with possible supports that teachers can implement.

- Pages 6-7: an introduction to Tier 2 - Targeted Supports along with a chart containing multiple forms of support for Tier 2 with examples of what each support looks like.

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Positive Behavior Supports Handbook for all Classrooms

By Victoria Jordan

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POSITIVE BEHAVIOR SUPPORTS IN THE CLASSROOM

Welcome teachers!

I am excited to provide you with this handbook as a reference guide to utilize in your classroom with all students. Positive Behavior Intervention Supports, also known as PBIS, utilizes the Multi-Tiered System of Support (MTSS) which consists of three Tiers: Tier 1- Universal Supports, Tier 2- Targeted Supports (small group), and Tier 3- Intensive Supports (individualized). In this handbook, you will learn about what PBIS is and how to effectively use the appropriate method in your class.

Objective:

By the end of this professional development, you will be able to:

1. understand the 3 Tiers of MTSS

2. demonstrate which proactive strategies work best for students

3. utilize positive reinforcement

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Key Terms to Know

What are Positive Behavior Supports (PBS)?

Educational methods of procedures and strategies utilizing assessments and interventions
to provide services to individuals who demonstrate challenging behaviors (Anderson &
Freeman, 2000).

What are Positive Behavior Intervention Supports (PBIS)?

An approach intended to prevent learner problems from escalating by emphasizing
instruction of desired behaviors, reinforcing appropriate behavior, monitoring and
correcting problem behaviors, and targeting supports for students who do not respond to
prevention efforts (Lane-Garon et al., 2012).

What is School-wide PBIS (SW-PBIS)?

A preventative and reinforcement-based system of improving student behavior through
systems-level and evidenced-based methods to improve social and learning outcomes for
all students (Filter et al., 2016, p. 1; Turnbull et al., 2016, p. 222).

What is the Multi-Tiered System of Support (MTSS)?

"The umbrella term used to describe a comprehensive school-wide and district-wide
system of high-quality instruction and interventions for any student…The system is
conceptualized as a three-tiered approach", such as Tier 1, 2, and 3 (Lindsey et al., 2018,
p. 10).

POSITIVE BEHAVIOR SUPPORTS IN THE CLASSROOM

Introduction

Throughout schools, we strive for all students to succeed academically, socially, and behaviorally. In order to accomplish this, we encourage students to "**Strive for Five**". Strive for Five are "PBIS Guidelines for All Student Behavior". The five key behaviors include:

1. Be Respectful

2. Be Safe

3. Work Peacefully

4. Strive for Excellence

5. Follow Directions

(Lane-Garon, et. al., 2012, p. 200)

In order to reach these key positive behaviors, teachers and staff members must implement School-Wide Positive Behavior Interventions and Supports (SW-PBIS). In implementing SW-PBIS, we use the 3 Tiers. In this handbook, you will be given multiple strategies for all three tiers, including some scenarios regarding each tier.

When implementing a support or intervention from either tier, you should model and utilize the support for a minimum of 4 weeks prior to introducing another support at the same time. While using a support, track data on the interventions/supports attempted. If the data you have collected shows no progress after 6 months, you may consider moving to the next Tier (PBISworld.org; Lindsey et al., 2018).

Chapter 1

Tier 1 - Universal Supports

Tier 1 consists of creating a positive learning environment by setting both school-wide and classroom-wide prevention strategies while providing students with expectations and consistent follow through. Tier 1 is a proactive approach, utilized early with students who express more need than other students, in hopes to support the student before more assistance is needed. Teachers use this tier class-wide, promoting support for all students. When beginning class-wide supports, you must teach and define the expected behavioral expectations, model behavior expectations, reward students who are following the expectations, and monitor students (Filter et al., 2016; Muscott et al., 2008).

Tier 1 - Forms of Supports	Examples
Acknowledge students' positive behavior with frequent praise.	When the student is on task, provide specific praise of what student is doing Example: Johnny, you're doing a great job of staying on task on your math assignment! Keep up the excellent work!
Align your class expectations with the school expectations, this creates a generalization across the school (Reinke et al., 2013). Post and frequently review the class/school rules.	Class and School Rules 1. Be Respectful 2. Be Safe 3. Work Peacefully 4. Strive for Excellence 5. Follow Directions

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	(Lane-Garon, et. al., 2012, p. 200)
Set a time during class to have all students participate in a movement break.	Whole class meditation, stretching, or yoga for 5-10 minutes.
Provide visuals	Post the daily schedule for all students to see. Review the schedule at the beginning of each day.
Positive redirection	If a student is doing something they aren't supposed to do, use positive redirection. For example say, "Johnny, can you please go back to your seat" rather than, "Johnny you need to sit back down now."
Model	Model and be the example of what you expect out of your students.

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Scenarios for Tier 1

Scenario A

Student A pushes into a 5th grade general education classroom for math daily. Student A and two other students receive support from an instructional assistant during this push in time. This student is working towards raising his hand to answer questions rather than shouting out the answer. What can you do to help support this goal of Student A? First, brainstorm what you would do, then discuss with another teacher or staff member.

Possible Supports for Student A:

Teacher can:

- praise Student A when he raises his hand: "Thank you for raising your hand and waiting patiently."

- reward the student: star chart, thumbs up, high five, note home, etc.

Scenario B

Student B is in a 2nd grade general education classroom all day. Student B does not have an IEP but does struggle with remaining in his seat during class time. How can you support Student B? First, brainstorm what you would do, then discuss with another teacher or staff member.

Possible Supports for Student B:

Teacher can:

- determine times during the school day to hold class stretch breaks (meditation, stretches, etc.).

- remind Student B of classroom rules.

- allow Student B to take a 5-minute break when necessary and appropriate.

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Chapter 2

Tier 2 - Targeted Supports

The secondary tier focuses on group interventions for students who exhibit a higher risk of engaging in problem behaviors. This group of 10-15 students have received universal support but have not yet learned the desired, appropriate behavior (Turnbull et al., 2016). Prior to starting any supports, observe each student in the group to develop an idea of what support(s) may help with the behaviors exhibited by the student(s).

Tier 2 - Forms of Supports	Examples
Teach specific coping skills	Read and discuss social stories
Provide students with their own visual schedule	The student will follow their schedule and check off what they have completed.
Utilize an individualized "first-then" board	Discuss what the student must complete and then what he/she can do as a reward after his/her work is completed.
Provide student(s) with a star chart.	Discuss with the student that if he/she completes agreed upon minutes/activities, he/she will earn stars in order to receive a desired activity.
Come up with non-verbal cues with the small group of students to help keep them on task while providing whole group instructions.	You can use sign language or hand gestures (thumbs up, pointing, head scratch, etc.). You can also have the student(s) think of hand

	gestures to use.
Provide students with access to sensory tools.	Student(s) can use a stress ball, play dough, fidgets, etc.
Allow students to take breaks when needed.	Discuss with the student how he/she can ask/signal for a break when needed. You can model how to meditate or teach the Zones of Regulation.

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Scenarios for Tier 2

Scenario A

Student A is in a 2nd grade general education classroom. Student A often gets off task when it's individual work time. He/she often distracts nearby students. How can you support Student A stay on task during individual work time? First, brainstorm what you would do, then discuss with another teacher or staff member.

Possible Supports for Student A:

Teacher can:

- utilize a first-then board, showing what assignment(s) the student needs to complete, then the student can do a preferred task/activity.

- utilize an individualized schedule for the student to complete.

Scenario B

Student B is a 4th grade student who constantly asks for help and never works independently. The student is capable of working independently, but chooses not to. What strategies can you implement to help support this student in working independently? First, brainstorm what you would do, then discuss with another teacher or staff member.

Possible Supports for Student B:

Teacher can:

- utilize a star chart with the student, giving the student a star for completing assignments independently, or giving a star for every 10 minutes Student B is on task.

- Read a social story about independence and task avoidance with the whole class, then discuss the story.

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First-Then Board

First, I must complete…   Then, I can…

| 2 Math Worksheets |
| Read 20 Minutes | Choose 1 → | Computer 10 Minutes |
| Finish Group Activity | | Puzzle |
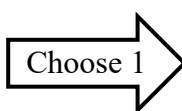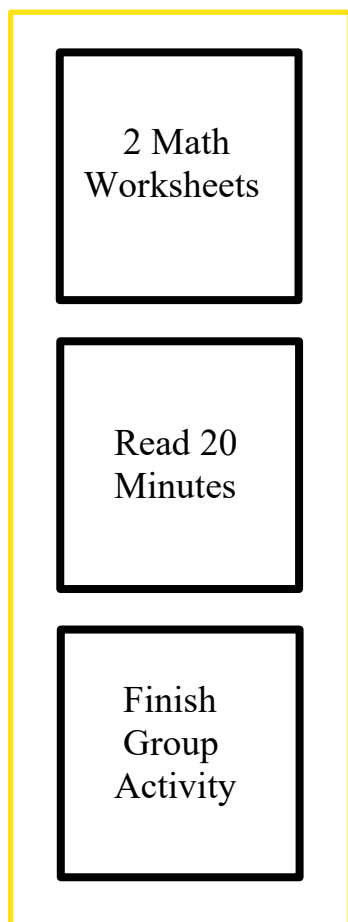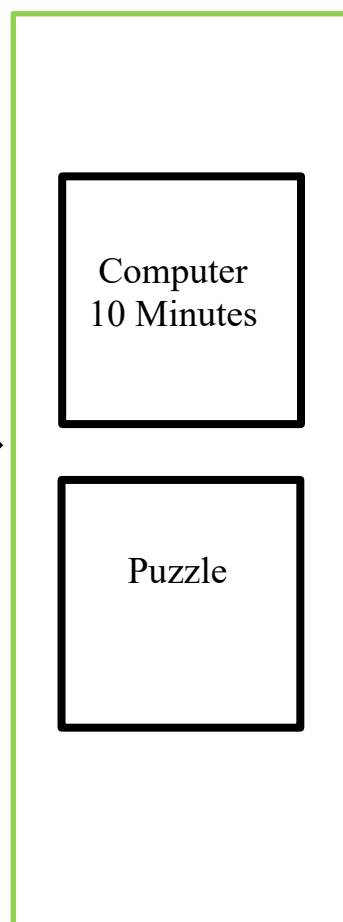
* When using a "first-then" board, first find out what the student would like to work for. Explain to the student that once he/she finishes a certain task(s), then the student can silently do the preferred task. Before allowing the student to do the earned task, let the student know how much time they will have, then set a timer. You can choose how many tasks/how much time the student needs to complete in order to earn the preferred task.

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Star Chart

I am working for   (Insert preferred activity)

⭐ ⭐ ⭐ ⭐ ⭐

* Before earning the stars, the student should know what they are working for. The student can earn a star a couple of different ways depending on what will work best for them. Some examples include: give the student a star every time he/she completes an assignment/task, or give the student a star every 10 minutes that the student has stayed on task.

Schedule

Morning Meeting	☐
Math Small Group	☐
Addition Worksheet	☐
Skip Count Worksheet	☐
Stretch Break	☐
Computer	☐

* This is an example of an individual schedule. This particular schedule purposefully does not list the entire day in order to decrease added stress. Inform the student verbally of what the daily schedule looks like in the beginning of the day. This schedule provides the student with just the math assignments for the day. The student will independently check off when he/she completes each assignment.

Chapter 3

Tier 3 - Intensive Supports

Tier 3 consists of interventions that are highly individualized to meet the needs of the student. The student has received supports from Tiers 1 and 2 but needed more individualized instruction and supports. By this time, you will have collected data on what interventions and supports you have attempted along with the outcomes. You will need to speak with the student's parent(s) about your concerns and ask for signed consent to start the process of a Functional Behavior Assessment (FBA).

Examples of Tier 3 Supports:

- Frequent breaks when needed

- Self monitoring system (example: Self & Match)

-Meditation, Cool down area, Zones of Regulation: supports students to gain skills in regulating their actions by increasing their control and problem solving abilities. Guides students to regulate their sensory needs, emotions, and impulse in order to meet the demands of their environment, reach their personal goals, and produce appropriate behavior (Kuypers, 2011).

- Functional Behavior Assessment (FBA)

- Behavioral Intervention Plan (BIP)

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Self & Match

Name or Initials:_____ **Date:**_____

Yes	Yes	2	**Respectful** Did I use kind words? Did I have a quiet voice?	**Safe** Did I have a calm voice? Did I have calm hands? Did I stay in my area?	**Work Peacefully** Did I listen to my peers and my friends? Did I follow instructions after only 1 additional reminder?	**Strive for Excellence** Did I try my best? Did I complete my work? Am I proud of my work?	**Points**	**Comments**
Yes	No	0						
No	No	1						

Activity	**S**tudent	**T**eacher	**S**	**T**	**S**	**T**	**S**	**T**	**#**(total points earned)	
1.										
2.										
3.										
4.										
5.										
6.										
7.										

> 1. I earned _____ out of _____ points _____%.

Notes:_____
Parent Signature:_____ Date: _____

* Before using the Self & Match chart, discuss the expected behaviors with the student, make sure he/she understands what is expected, discuss how many points he/she needs to receive in order to earn, and agree upon what the student is working for. After each activity is completed, the student will decide if he/she was Respectful, Safe, Worked Peacefully, and Strived for Excellence. After the student has checked in, the teacher will check in for those as well. There is a scoring rubric at the top, left corner showing how many points the student earned. At the end of the day, if the student earns the agreed upon points, the student will receive his/her reward.

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Functional Behavior Assessment (FBA)

What is a FBA?	A process based on observations, review of records, interviews, and data analysis to identify specific target behaviors, the purpose of those behaviors, and what factors are supporting the behavior that is interfering with the student's education (Wright; gvsu.edu, 2020).
Do I need consent?	Yes, prior to the assessment, you need a signed parental/guardian consent, known as the assessment plan.
When do I start a FBA?	You should do an FBA when a student's behaviors are interfering with his/her or other students' learning and previous typical school interventions have not been successful for the student.
What steps do I take for an FBA? (after receiving signed consent)	**Step 1**: Define the Target Behavior - by interviews, review of school records, behavior observation documentation, etc. **Step 2**: Collect Data - Record frequency and/or duration of the behavior, the location, who was involved, what happened right before the behavior (predictors/antecedents), what happened directly after (consequence), possible reasons for the behavior (attention, avoidance, opposition, etc.). **Step 3**: Develop a Hypothesis - based on the data you collected, why you believe the student performs the behavior.

	Step 4: Plan the Intervention - identify the skills that will be taught, any modifications, environmental accommodations, self-regulatory accommodations, etc.
	Step 5: Collect data when implementing the planned intervention. (gvsu.edu)
What's the next step of an FBA?	Once you have completed the FBA, the team (parent, school psychologist, etc.) will determine if a Behavior Intervention Plan (BIP) is recommended, which will provide the student with more intensive interventions and more monitoring.

FUNCTIONAL ASSESSMENT OBSERVATION FORM[1]

Name: _____

Starting Date: _____   **Ending Date**: _____

Time (s)	Behaviors				Predictors									Perceived Functions — Get/Obtain				Escape/Avoid					Actual Consequences			COMMENTS: (If nothing happened in period.) Write initials.
					Demand/Request	Difficult Task	Transitions	Interruption	Alone (no attention)					Attention	Desired Item/Activity	Self-Stimulation		Demand/Request	Activity ( )	Person		Other/Don't Know			
Total(s)																									
Event(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Date(s)																									

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[1] Adapted by permission of Dr. Jeff Sprague, from:
   O'Neill, R.E., Horner, R.H., Albin, R., Storey, K. & Sprague, J.R. (1990). Functional analysis of problem behavior: A practical assessment and intervention strategies. Baltimore, MD: Paul H. Brookes Publisher.

(http://www.pent.ca.gov/)

* This is an example of many forms that can be used when completing Step 2 (Collect Data) of the FBA.

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Chapter 4

More Resources

Center on PBIS https://www.pbis.org/	This website provides detailed information about what PBIS is, describes the 3 Tiers, explains the different types of assessments, provides materials to implement in the classroom, contains videos and case study examples, and much more.
PBIS World https://www.pbisworld.com/	If you would like to learn more about the 3 Tiers, you can access the free and user friendly website, PBIS World (https://www.pbisworld.com/). This website contains information about PBIS, numerous supports in all 3 Tiers, links to other websites, and tools for teachers to use to help students. If you are unsure of what strategy to use for a specific behavior, the website allows the user to choose the behavior, then transfers the user to the supports and materials to use to help implement the suggested supports.
National Education Association (NEA) https://www.nea.org/assets/docs/PB41A-Positive_Behavioral_Interventions-Final.pdf	The link contains the NEA's Policy Brief describing PBIS in all settings (school-wide and classroom wide) and IDEA's requirements for PBIS in schools.

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U.S. Department of Education https://www2.ed.gov/rschstat/research/pubs/adhd/adhd-teaching_pg4.html	This link describes how to implement effective behavioral intervention techniques.
Functional Behavior Assessment Report https://www.shastacoe.org/uploaded/Dept/selpa/MTSS_Resources/FBA_Report_Template.pdf	This is a direct link to a blank Functional Behavior Assessment Report.

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Chapter Five

Discussion

The purpose of this project is to provide all educators with research-based strategies to support behavioral needs for students in the classroom. The development of this handbook provides educators with easy to use PBIS strategies and examples of the different approaches to apply in the classroom. This chapter will provide the limitations of the project, next steps I will take with this project, and what I have learned by creating this project.

Limitations of Project

This handbook provides educators and other school personnel with an introduction of what Positive Behavior Supports are and includes some examples of how to utilize specific supports depending on the Tier, but it does not go into more detail. This handbook does not provide readers with detailed explanations of specific steps to take depending on situations. If I had endless resources and supports, I would include detailed steps for educators to take depending on a common scenario. I would have also included a list of common ineffective "punishments" or "consequences" that many teachers implement which tend to be harmful for students.

Next Steps

I plan to utilize the handbook I created beginning within my classroom by training the Instructional Assistants to utilize these supports. Once the PBIS strategies are efficiently utilized in my classroom, I will introduce School-wide PBIS to the whole school during a monthly meeting. I will provide definitions, visuals, scenarios, and resources with the staff and answer any questions. I will help educators in the school implement PBIS within their classroom by meeting with grade-level groups and providing more support based on their classroom. If

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needed, I will observe specific classrooms in order to gain more of an understanding of the needs

and supports that will be appropriate. My hope is that all schools in the district I work in will

implement School-wide PBIS.

Lessons Learned and Educational Implications

While creating this project I thought of the experiences I gained while working as an

Instructional Assistant. I remember pushing into general education classrooms with students who

had IEPs and observing teachers struggling with supporting many of those students behaviorally.

While researching behavior supports, I learned about the many different forms of Positive

Behavior Supports and how to properly carry them out in the classroom. To properly carry out

the supports and interventions, it is crucial for educators to model the expectations, continuously

collect data, and utilize that support/intervention for a minimum of four weeks. I recommend that

educators observe the student whom you are concerned about while collecting data and

hypothesize what supports and interventions would best support the student prior to

implementing it. For best practice, I also recommend discussing your idea of support with the

School Psychologist and Education Specialist in order to gain approval and more suggestions.

Conclusion

"Behavior is a complex whole that achieves its best and fullest development through

reciprocal relationships and ongoing engagement in meaningful, mutual experiences" (Amos,

2018, p. 319). By implementing Positive Behavior Interventions and Supports, educators are

developing a positive relationship with all students. These positive relationships among

educators and students will benefit students by helping them become more self-aware and

contribute to positive self-esteem.

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