

School-Wide Positive Behavior Support: Expanding the Role of School Psychologists

Barry McCurdy, Ph.D.
Devereux Center for Effective Schools
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Improving Educational Practice for Children with, and at Risk for, Behavior Disorders

- ◆ School-Wide Positive Behavior Support for Urban Schools
- ◆ Strengthening Emotional Support Services
- ◆ Toolbox of Parenting Skills
- ◆ The Lunchroom Behavior Game
- ◆ Student-Focused Behavioral Consultation

What the IES says...

- Increase in the percent of schools experiencing violent incidents
 - 2003-2004: 71%
 - 2004-2005: 81%
- Lowest Rates: Elementary and High Schools
 - 28 per 1,000 students
- Highest Rates: Middle Schools
 - 53 per 1,000 students

Indicators of School Crime and Safety, IES (2006)

Some School Safety Stats...

- Daily or weekly occurrences:
 - Racial tensions among students
 - Bullying
 - Student verbal abuse of teachers
 - Widespread disorder in classrooms
 - Student acts of disrespect toward teachers

Indicators of School Crime and Safety, IES (2006)

School Practices that Contribute to Antisocial Behavior

- Unclear rules and policies
- Weak, inconsistent staff support
- Over reliance on punishment
- Academic failure experiences
- Lack of understanding, failure to respond appropriately to cultural differences
- Misuse of behavior management
- Failure to teach positive interpersonal skills
- Failure to adequately supervise/ monitor student behavior

Mayer, 2001; Sprague & Walker, 2002

School Response...

- Control
 - Metal detectors
 - Cameras
- Containment
 - Alternative school
- Punishment
- Exclusion

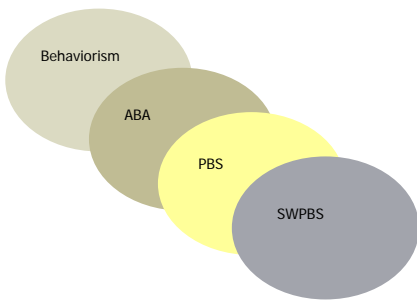
School Response...

- Serious disciplinary actions (46%)
 - Suspensions (5 days or more)
 - Removal from school with no services (expulsion)
 - Transfers to specialized schools
- Additional security measures
 - 28% Elementary School
 - 42% Middle School

Indicators of School Crime and Safety, IES (2006)

School-Wide Positive Behavior Support

Conceptual Foundations



SW-PBS Logic

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

(Zins & Ponti, 1990)

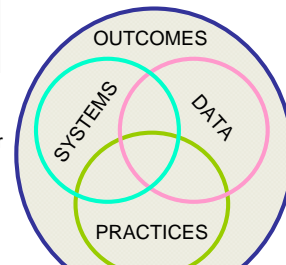
School Wide Positive Behavior Support

- Process NOT a program
- For ALL students, staff, families
- Focus On...
 - Prevention
 - Instruction
 - Contextual fit
 - Long-term success
- Not a curriculum!
- Proactive multi- systems approach
- Data-based decision making
- Empirically validated procedures
- Continuum of supports

4 PBS Elements

Supporting Staff Behavior

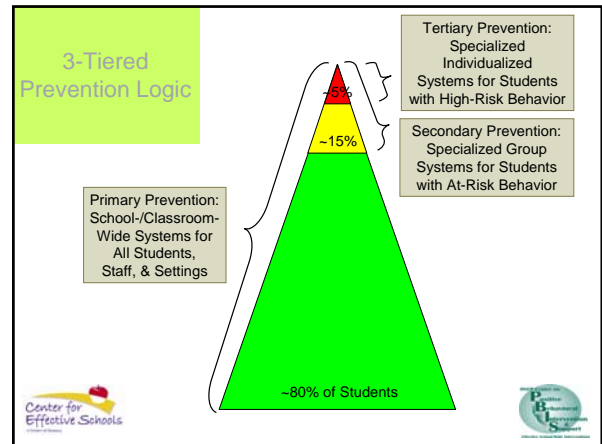
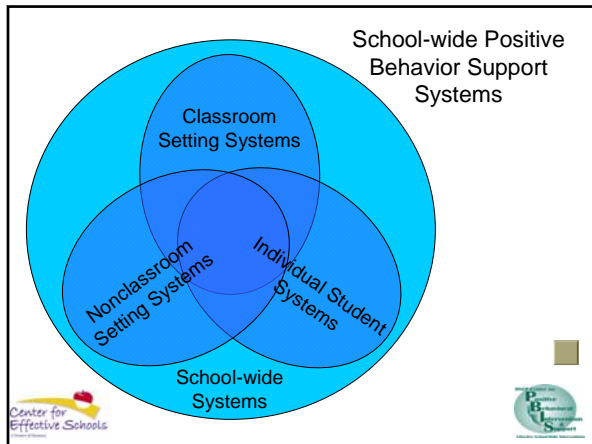
Supporting Social Competence & Academic Achievement



Supporting Decision Making

Supporting Student Behavior

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Universal System SW-PBS

- Primary prevention strategy
- Discipline is integrated across all systems

- ### 6 Elements of a Universal System
1. Shared vision
 2. List of positively stated behavioral expectations ("Rules")
 3. Procedures for directly teaching expectations
 4. Continuum of strategies for encouraging expectations
 5. Continuum of strategies for discouraging rule violations
 6. Procedures for monitoring and record keeping

What Does A Universal System Look Like?

- Reflects the critical features BUT looks different in every school

Establish 3 to 5 Clearly Stated, Positive Expectations

Examples of positive expectations include:

- Pride!** (with stars)
- Respect**
- Responsibility**
- Enthusiasm** (with a tiger illustration)
- SENSE!!** (with an eye icon)
- SOY RESPETUOSO**
- SOY RESPONSABLE**
- HAGO LO MEJOR QUE PUEDO!**

Other examples shown are 'N LIPTOFF' and 'Stars Light the Way' (with 'Be Respectful' and 'Be Responsible' sub-headers).

Children and Mental Health

- Children are an underserved group in the mental health system
- Approximately two-thirds of those in need do not receive necessary treatment
- Schools are currently the largest provider of mental health services to children and adolescents
- Working with schools is the best way for mental health systems to reach children in need

Bazelon Center for Mental Health Law, 2006

Combining SWPBS and SBMH

- Reach children who need care
- Re-adjust MH system's focus to include **children at-risk** as well as those already exhibiting significant problems
- Furthers goals of interagency collaboration
- Reduces need for those with less severe problems; permits focus on those at serious risk
- Improves partnerships between educators, MH professionals and families

Bazelon Center for Mental Health Law, 2006

Evidence-Based Interventions (Benefit minus Cost Estimate per Youth)

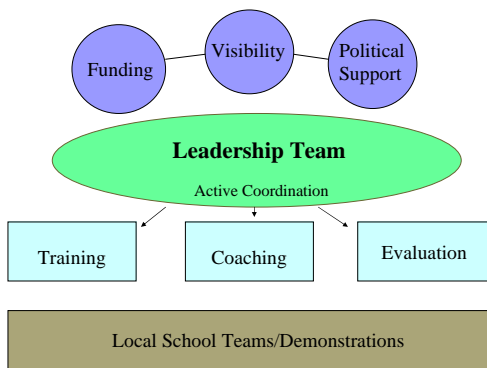
- Adolescent Transitions Program (\$1,938)
- Big Brothers/Big Sisters (\$2,822)
- Functional Family Therapy (\$26,216)
- Good Behavior Game (\$196)
- Aggression Replacement Training (\$8,805)
- D.A.R.E. (-\$99)
- Scared Straight (-\$11,056)

Aos, Lieb, Mayfield, Miller & Pennucci, 2004

Wrapping Up

Implications for School Psychologists

PBS Organizational Logic



SWPBS: Implications for School Psychologists

- Support SWPBS as a district-level initiative
- If not...develop an "Exemplar" school
- Join a team
- Be the "behavioral expertise"
- Coach a team
- Effect more students