

DR. TIM RUNGE: Some of you maybe well have heard our brief little introduction if you were here early this morning, so fall asleep for 30 seconds, and I will wake you up. Joe and I both are in the educational school psychology department, as I said, at IUP, so we train school psychologists, future psychologists, and so, by training and by trade, Joe and I are both school psychologists. We both have had experience working in schools as practitioners and as administrators, both at the district and IU levels; we both work for Patton. So, although we are somewhat removed from schools on a day-to-day basis, we do have that practical experience that we hope will be beneficial for our conversation today. But also importantly, I think it is worthwhile to note that we continue to do this stuff in schools – the positive behavior support and RtII in schools. So, we feel as though we have a body of experience that we can bring to our conversation. I do invite – really, truly invite – all of you who probably have much more experience certainly, especially if you are practitioners in the trenches day in and day out, to share your experiences, your comments in our discussion today. It has been somewhat of a long day for all of us I would imagine, if you have been here since this morning. So, we do appreciate and value your feedback if for no other reason you don't have to listen to Joe and I drone on and on for the next hour and a half. I'm also prompted by the very bright light that I have to stay within a box here. So, I am like that young boy with attentional issues who, you know, you put a piece of tape box around them; I'm not allowed to leave that area. I am going to do my very, very best to try to comply with those requests, although I may not be perfect 100% of the time on that issue. That being said, I guess Joe's going to be tasked with a little bit here this afternoon with running around and shoving microphones in your face when you have a question or a comment, because we are apparently archiving this for eternity – rather frightening for me!

We are here to talk about tier II and tier III PBS (positive behavior supports), so if you are here to actually to hear about what is tier I, or PBS, I'm sorry you missed it from this morning. Apparently, it was archived, so you can catch it on the internet, but in all truth and in all seriousness, if you are unfamiliar with the basic tenants of PBS, we might be shooting way over your head here this afternoon. You could certainly quietly or rather loudly choose to leave the room, and we will not take a personal offense at that, because, really, our point is here, is to give folks in the audience a more advanced level of discussion and conversation related to tiers II and III of PBS. That said, what we are going to first do is identify what are the measures that we use to evaluate whether or not schools are implementing PBS with a high degree of integrity. You can't implement tiers II and III unless you have tier I nailed down. For me, both as a practitioner and as a program evaluator for PBS across the state, this element is absolutely critical. You gotta know whether or not schools are implementing with a high degree of integrity. We also then will look at what are the assessment procedures for identifying kids who are at risk; those would be the kids who we would target for tier II intervention. And then what are the assessments that we use to target and monitor intervention for kids at tier III. Finally, we will wrap up with a summary of some interventions, some of which are commercially available, others which are contextually grown based upon the creativity and the resources within a school building for tier II, and then Joe is going to wrap it up with a discussion of functional-based approaches for dealing with tier III.

Before we dive into all of this, just to survey briefly who we have here today, by show of hands how many regular education teachers do we have. Alright – I know you are probably sick and tired of raising your hand, but if you will bear with me for a few moments – thank you very much. Special education teachers? Alright. Special education related service providers, like speech/language therapists, OTs and PTs? Alright; fantastic. School psychologists? Fantastic. School social workers? We had one last time, so I guess there is only one here at the whole conference at least coming to our sessions. That’s okay; I’m okay with that. School counselors? Fantastic, thank you all for being here. School administrators, building level administrators: principals, system principals? Thank you. And district level administrators? So we have a nice spattering of professionals working within the schools structures. How about parents? Okay. Some of you are parents in some regard, right? I should probably raise my hand – I’m a parent. So, thank you for just letting us understand kinda the audience that we have here regarding your roles and functions. Now, I would just like to again briefly survey how many of you are working in schools who are implementing school IPBS at some level of integrity, whether it is really strong or we’re doing a little bit. Show of hands if your school is doing...okay, so we have maybe about a third of our audience – maybe a little bit more than a third – who are involved in schools that are currently implementing PBS with some degree of integrity. But, for the vast majority of the folks in here, your only experience with PBS maybe is what you hear your colleagues and other buildings talking about, or if you happened to be with us earlier this morning, or if you have read or seen other presentations on PBS. Even though you may not be involved in a school that is implementing PBS, I hope you recognize the four features of PBS which, very, very quickly are: We teach kids exactly what we expect of them. We teach it in every environment. We reinforce them both tangibly and verbally with some sort of a token and that token is then traded in for something, just like money in your pocket – or if you’re like me – have very little money, credit card, but we use some sort of a token to reinforce kid’s behavior. We are monitoring data to evaluate the efficacy of our tier I program, and then we tweak it as need be. So that would be the core features of PBS.

Our focus and agenda here for today is to talk about tiers II and III. More specifically, who do you identify for tier II and tier III interventions? The “who” is identified based upon assessment data, and we will discuss that for both tier II and III. Once you’ve identified who, then you need to figure out what are you going to do about it. So, at tier II, what we typically see in terms of interventions for PBS would be small-group interventions, some of which are standard protocol interventions that being commercially available products that you can implement with small groups of students, but also – this is what I argue a lot of – is locally grown, contextually based small-group interventions that are not commercially available. You can capitalize on the creativity and the resources of your staff in the building to create very powerful and effective tier II interventions. I have an example in a little bit about one such locally grown intervention that they put into place that didn’t require purchasing a whole lot of stuff and no professional development. It just meant simply augmenting what they were currently doing. So, we will talk about the “whats” of tier II and tier III, and then we will have discussions about when do you actually do all of these interventions regarding tier II and tier III. Much of what you will hear, especially in tier III, but certainly an element of tier II is that we take a very functions-based approach to dealing with student behavior, and by function I mean what is the

pay-off for students? Why do they engage in certain behaviors? What do they get out of it? If we come to an understanding as to why students engage in certain behaviors then it helps us create interventions that are going to be much more effective. So, we certainly take a firm stance in a functions-based approach for dealing with student's behavior.

Okay, everyone's seen the pyramid before so not to belabor it all that terribly much more, school-wide PBS is the green; 80% to 90% of kids typically respond very positively when PBS is implemented with a high degree of integrity. For about 5% to 10% of our student population, they need that small-group instruction because they are at risk for a variety of reasons. I am going to share with you some examples of what that variety of reasons might be and some interventions that were developed by schools to intervene upon those problems. And then lastly, Joe will finish us off this afternoon with the discussion about tier III levels of support for 1% to 5% of our student population. The predominant avenue by which you assess and intervene at this level is through a functional behavioral assessment (FBAs), and I'm sure at least a few of you in the room, certainly school sites and related service personnel have gone through the FBA process, and you realize you don't want to be doing FBAs for 10% of your student population; you don't even want to really be doing it for 5% of the student population because to do an FBA and do it well requires a lot of time, resources and energy not on the part of just one or two individuals but on a lot of individuals. So, we really want to make sure that tier I is very strong and tier II is very strong as well, because if we do that, then you really can target your FBAs for a very small percentage of your students. And, thus, you can actually do a much more effective and efficient FBA than you otherwise would when you're trying to do FBAs on 20% of the student population in the building, which you are not going to be able to do effectively.

What we assume about tier I Positive Behavior Support is first, the schools are trained and appropriately implementing PBS. For those that are familiar with PBS and actually implementing it, what if any implementation fidelity checks do you guys use? I know there were some hands over here. I don't mean to put you on the spot, but I just did. What do you guys use? Are you using anything regarding PBS implementation checks? Anyone? Okay then, so we have some new information I can share with you. We are going to check for integrity of implementation of PBS; in the next lab we are going to do that. We also want to make sure that schools are implementing highly effective instruction for academics. I would hazard a guess that many of you perhaps would agree or certainly relate with this statement that I certainly did not make up, but I'm stealing it from others, is that the best proactive approach for dealing with inappropriate behavior is having high quality instruction that engages learners. Think about some of the classes that you maybe took in high school or college or recently that were taught by a teacher who maybe wasn't so effective or engaging. I bet that you yourself – I know I did – I engaged in some very inappropriate behavior like sleeping or reading a newspaper or texting or doing all sorts of things that are generally considered off task. We hammer kids in schools for doing that stuff, but I know myself. Maybe I am the only one in the room that's ever done that. I see other people going... yeah, I did it! So, perhaps, maybe you have done that from time to time, which tells me I'm not being an effective instructor so I need to move on. I need to get you all engaged. The way to do that is best practiced regarding preventing problematic behavior is good instruction. Good instruction as you hopefully well know by now is through the venues of

standard aligned systems and RtII. That's about all we are going to talk about, SAS and RtII for today other than just to say good quality, effective instruction minimizes a lot of the problematic behavior.

We also recognize that there are district, building and grade-level teams that steer, monitor, tweak and evaluate the PBS framework across the district and within a particular building, and those have to be in place. So how do we know that the schools implementing school-wide, universal, positive behavior support, tier I, with a high degree of integrity? There are two research-based protocols that are used to evaluate implementation fidelity. If you are a school that is currently implementing PBS, I strongly recommend that you evaluate the integrity of your framework by using one of these two tools. If you are a school, working in a school that is considering toward implementing PBS, I also strongly recommend that you keep these two fidelity checks in mind, because the fidelity checks are not only helpful for a program evaluator such as myself to determine whether or not the intervention is being implemented with a high degree of integrity. But, both of these fidelity checks also help school team's action plan and improve upon their universal program. The first fidelity check is called the school-wide evaluation tool, the SET. This is completed by an independent evaluation, so someone who is independent of the school that is implementing PBS. This is pretty resource- heavy in a sense that you have to have one or two independent auditors come in to your school for about two-thirds of a day and do this whole evaluation.

The evaluation, in essence, includes these features: an interview with the administrator looking at whether or not the administrator is even aware of the core features of PBS and if the administrator is involved in PBS, also asking the administrator about review of data. So, we do an interview with the administrator. Then we interview 10 randomly selected teachers – we usually hang out in the teacher lounge over lunch and bug them for 3 minutes. I realize that their time is very precious, but we do bug them and ask them a series of questions regarding what are the three to five positively stated expectations in your building, because if teachers don't know them, guess what? Do you think the kids are going to know them? Probably not. So, teachers have to know what those three to five positively states expectations are. For example, be responsible, be ready, be respectful – the three “R's” as one of the buildings in which I work utilizes. So we ask teachers, what are the three R's? Hopefully, most of the teachers know them. We also ask teachers: Tell me about how you explicitly teach the three R's? They will express those to us. Thirdly, we will ask teachers when was the last time you gave a student one of those tokens in your token-economy system? In one of my elementary schools that I have been working with over a number of years, their mascot is a bulldog so they have Bulldog Bucks. So I asked a teacher, when was the last time you gave a Bulldog Buck?

Why am I asking these things? Well, we know the critical features of universal PBS are teachers know what the expectations are, subsequently the kids know it; teachers are teaching it explicitly, and teachers need to be able to express that to me; and then thirdly, teachers are reinforcing on a fairly regular basis pro social behavior. If I get a lot of teachers that are saying, I

don't know what the three R's are or I never give out those tokens, ah, those things are useless, and I get a lot of people saying that, it tells me that school is not fully implementing PBS. So, interview administrator, interview teachers, and then – my favorite part – go and interview the kids, which is a blast for me. We go into lunch and I got a stack of those tickets. As soon as the kids see the stack of tickets, they're like vultures circling a carcass. They want those tickets, which is an indicator for me that these kids are actually motivated by them and they're accustomed to them, so that says to me that elements of PBS are in place. We ask kids, what are the three R's? I have to be ready, be respectful and be responsible. It's a little eerie at first to hear hundreds of kids saying, I'm ready, respectful and responsible or, you know, the high school kids are generally not doing that; they'll say, I'm going to be respectful, I'm going to be responsible, and I am going to be helpful or whatever it happens to be. It's a little strange at first to hear a whole lot of students, young and old, kind of repeating that stuff. It seems like maybe we are brainwashing people, but in essence, trust me, we're not. We're trying to get everybody on the same page with regard to what are our expectations. So we ask kids, what are the expectations for school, and we also ask kids the second question, which is, when was the last time you got a ticket? If the kid says, I never got one and it's May, probably not implementing PBS with a high degree of integrity. Now, one or two kids, maybe that's okay 'cause perhaps I happen to interview a kid who's brand new to the building. But, if I hear 60% of kids saying they never got a ticket, that's telling me that one critical feature of PBS is not currently being implemented. So, the SET gives us a method or a metric by which we can attach numbers – because I'm a numbers person – to how well schools are implementing. One aspect that we're looking at is at least 80% of the overall criteria on this particular SET are currently being implemented.

Another feature that we're looking for is that schools, teachers and students indicate that 80% of those individuals report being explicitly taught or have explicitly taught the expectations. So, when we say a school is an 80/80 school based upon the SET, what that means is that at least 80% of the critical features of PBS are in place, and 80% of staff and students report having been exposed explicitly to the expectation. If we don't have those minimal criteria, then we say a school is partially implementing PBS, which is good information because they now can action plan for improvement.

The school-wide evaluation tool is a rather laborious, very time-intensive procedure. A benchmark of quality is a self-report that teachers and poor behavior team members report on. It's about 36 or 38 items, and they self-reflect on how well they're implementing these various features of PBS. You get a total score, in essence of what we see is that if schools report 70% or better on the benchmarks of quality assessment, that means that they are implementing with a high degree of integrity. There's some good research coming out of the University of Oregon and elsewhere that says that basically either two of these fidelity checks are good enough; you could use the SET or the benchmarks of quality. So, for those schools that are currently implementing PBS, I strongly encourage you to access one of these two measures to evaluate the implementation fidelity of your framework. And for schools that are considering moving forward with PBS, make sure you are considering these from the get go; they will help tell you how well you're doing and what areas you need to improve. That is one of our main assumptions for today

is that you are implementing with a high degree of integrity. Once you have got that down pat, then you are really looking at tiers II and III.

Many of you were in our morning session where we talked about different teamings at the district and building and grade levels. I am not going to spend any time on that, Joe, unless you think otherwise; but we ran out of time – surprise, surprise – earlier today, so I want to burn through that. Let's just move into assessment for tier II.

For school-wide PBS, the main data that you're looking at for universal screening is office discipline referrals (ODR's), and as some of our conversation earlier this morning revolved around this issue of some of the limitations of ODR's. Office discipline referrals are really good at identifying those kids who act out, who demonstrate overt behaviors and that really are a disruption to class in the school environment. Office discipline referrals, however, do not tell us which kids are socially withdrawn or kids who are more internalizing their problems, maybe are showing some depressive symptomatology or antisocial behavior that isn't of an overt nature. For those students, ODR's will not pick those students up. We can't look at office discipline data and identify those kids who are socially withdrawn; typically you can't do that. So we recognize some of the limitations of office discipline referrals for finding and identifying those students who may be more internalized their behavioral, social and emotional issues.

We do have some tools that are starting to be utilized in schools regarding screening data for those types of students, but predominantly what that is are some very short teacher ratings and self-reports from students regarding some of their social and emotional issues, but we don't have time to go into those at great length nor do I have a whole lot of – there's not a whole lot of data to support them systematically as of yet as they are just starting to come into play in many of our schools. But, for the most part, what we are using is office discipline data. When we look at the office discipline data then, we identify where are our strengths and where are our needs. When we look at that data, we might identify that, gee, kids are starting to misbehave with a higher degree of frequency in the cafeteria and it's now let's say January. One thing that could be considered, the core team that's steering PBS in the building, could consider a booster session. Just like you get a booster shot from your physician that you need every once in a while, right? For certain ailments that we want to avoid. We give the same thing for students. If we taught them how to behave in the cafeteria in September, you know the inappropriate behavior in the cafeteria was relatively reasonable for September, October, November and December, great! All of a sudden now we might look at the data in December and realize whoa, there's an uptick in the number of referrals coming from the cafeteria. So, one initial intervention that could be put into place is a booster session where we reteach to all the students how to behave in the cafeteria. Even though we taught it in September, they've now either forgotten it or we've kinda strayed from our approach to dealing with the expectations for students as well, I would also add, that sometimes we need to revisit with the adults in the building. What are the expectations that we hold of students in the cafeteria 'cause we sometimes find that maybe adult's expectations have drifted over time regarding what students are expect to do. We can consider a booster session.

We could also consider extra supervision being provided by the adults in the building in those unstructured settings, like adding more staff available and visibly ready to not only reinforce behavior but address behavioral problems when they arise in those particular settings. You could consider heavier reinforcement schedules. What we typically recommend in PBS is that at the beginning of the year, you provide a lot of reinforcements. So, you are giving a lot of tickets, a lot of verbal praise for students for engaging the pro social behavior. Over time, you wean students off of that; you don't give them quite as much. Perhaps what you might do if your data are telling you that there is a problem that is arising in some environment or some setting or with some specific sub group of your student population, then you might need to consider ratcheting up the amount of reinforcement you provide. Increasing the level of the amount of tickets that are handed out, increasing the amount of reinforcement that kids receive and maybe changing the reward menu that kids have available for when they trade in those tickets.

One of the high schools that I worked in a couple of years ago, they were finding that their tickets were not very much motivated for high school students that much anymore. So, toward the end of the year, they're really struggling with how they can make it more meaningful, especially for the juniors and the seniors in their high school. What they decided to do was make those tickets actually have some real meaningful value, and those tickets could actually be accumulated and used for reduced cost for the prom, which was highly motivating for some people especially when they maybe did not have the financial resources to pay for a prom ticket. They were very creative in adapting the menu of reinforcers available as back ups when students traded in their tickets for something else. We also could consider adding additional interventions as necessary, and that's where we get into specific either commercially available or home grown protocols for tier II supports.

What we generally know from data from over 8,000 schools implementing PBS over a number of years is that for the vast majority of students who receive zero or one office discipline referral in a year, they don't need any additional support. Okay, self disclosure here. When I was in 7<sup>th</sup> grade, some mean kid attacked me, put me in a headlock, and I fought back and got into a little bit of a scuffle. I was sent down to the office; I know it's horrible, you all think I'm such a wonderful angel but clearly I am not. I got into a little bit of trouble. What happened to me, I got a day of detention. I had one office discipline referral for the entire year. Did that one punitive measure change my behavior? Absolutely, I avoided that kid; I avoided Mark. I just, you know as much as... I just looked the other way. I did not dare look at his girlfriend 'cause that would really get me in trouble. So, it changed my behavior. So, for many of us, getting sent down to the principal's office just once is probably going to be enough to change our behavior. So, for the vast majority of individuals one or zero discipline referrals in a given year is sufficient to indicate that we don't need additional levels of support other than 'good job' and 'thank you very much for being ready and showing up to class on time; here's your ticket. I really appreciate

that.' And not having to do that on a daily basis but on a very intermittent schedule. That is sufficient for about 80% to 90% of our students.

For students who receive two to five office discipline referrals in a given year, they may be appropriate for tier-II levels of support. Tier-II levels of support are small group. They're certainly not nearly as manualized or as intensive as tier III, so we want to reserve tier II levels of support for kids who are on the fence. These are the kids who on some days they are sweet little angels; they're beautiful, they're fantastic, they are your model student. And then every once in a while, they slip up, and you are like, ahhh, why? Why did you do that? These are kids for whom tier II levels of support will be appropriate.

You're frequent flyers are kids who happen to be the newest assistant for the secretaries in the main office – are the kids that we would qualify of being in need of tier III levels of support. They are getting six or more referrals to the office. So, for all of you, with the exception of maybe a very few number of schools out west who dealt with significant amounts of snow this year, all of you are done with school. This might be a really good opportunity to review your discipline data for the previous year and identify who are the students who over the past year received two to five office discipline referrals. Who are...well, you pretty much know who these kids are, right? You know pretty much the frequent flyers. But I hazard a guess that some of these kids you may not be aware of because you didn't see them all the time. So what I recommend schools do over the summer among many things is to look at the discipline data from the previous year and target which kids to we want to implement in a tier II program right away at the start of the next school? Likewise, what kids do we want to target for tier III levels of support right away at the beginning of the school year? And, again, there's lots of evidence to support that. This is a nice way of breaking it out based upon office discipline referrals but more importantly, some research has clearly indicated that not only is this breakout true for office discipline referrals but it correlates very nicely with some more direct and indirect and very systematic of evaluating student functioning in the realms of behavior, social and emotional issues such as the behavioral assessment system for children, the BASC which school psychologists, school counselors are very much familiar with, and teachers you're thinking, what was that? Oh, that was that 150-item questionnaire that darn school psychologist makes me keep filling out for all these kids. We find nice correlations between the different broad ranges on the BASC, that being kids who are clinically significant in certain areas or kids that get six or more referrals to the office, kids who are kind of at risk on BASC rating and other ratings are these kids that are tier II appropriate. And then students who are in the average range on very comprehensive measures of behavioral functioning are students who get zero to one referral in a particular year. So, it is a nice breakdown, I think, and I certainly espouse it in the schools that are implementing PBS as a way to identify kids which kids would be appropriate for which particular interventions, tier II, tier III or just tier I is working great for them.

Questions/Comments? So, you've identified which kids are appropriate for the various interventions and you're looking at your data and problem solving around those data. They may



be around individual kids or groups of kids, but also they might be data that you are looking at involving specific environments within the school setting. So, these interventions can be locally grown, which I prefer because they have much more meaning and value to the staff and the students, and they are very cheap usually. But, you can also buy some commercially available products.

I am going to start out by giving you a couple of examples of locally grown ones and then an example of the commercially available product that is considered tier II. Here are some data from an elementary school right here in the central part of the state who had been implementing PBS for three years and, as well, they were implementing RtII for a number of years, the first 28 days of school from a few years back. These are office discipline data from SWIS (School-Wide Information System) that breaks down the data by location. Now, hopefully you can see it's abundantly clear, especially if you have an unobstructed view of the screen or you can at least refer to your notes that you may have printed out in advance, that classroom was the area in which the most number of referrals were received. No big surprise since kids spend about 70% of the day in the classroom; that wasn't terribly shocking for us. What was shocking for us that in 28 days the second highest location for referrals to the office was from the bus. Even more shocking – now this is a school of about 5- to 6-hundred students – even more shocking was the fact that roughly half of the students walked. We don't have half of our kids hanging out in classrooms; all the kids are in the classroom, yet half of our student population was generating a large number of bus referrals. It got to be so bad that at one point – and principals, maybe you can appreciate this, although you are thinking 'why would the principal do that?' – at one point in time, the principal decided to ride the bus home every day with the kids. And this was a building in which the bus would make one loop with a bunch of kids and then come back and pick up more kids and do the loop again. So, the principal and/or the assistant principal would ride the bus twice every day.

We quickly realized that that's not an efficient use of the principal's time and, actually, it wasn't really (I didn't want to say too much, but it really wasn't) solving anything either because the data were still pretty bad. So we recognized that due to a number of reasons, what we are currently doing in this school is not working for the bus. So, these data... and when we sat down in early October as a core behavior team and pulled the parts to which they had a live from the internet and we had them blasted up on a screen similar to this, immediately everybody was like, 'oh, my gosh, bus behavior. And the principal was like, 'ah, yeah, bus behavior, of course.' So, this school team immediately recognized here's a location that needs some specific intervention. We already know where the problem is as I already said. So, what did they do? After a couple of days of planning, they instituted the 'Star Bus Program.' Now this particular elementary school, their mascot was the bulldogs so they had Bulldog Bucks; that was their token economy system. A Bulldog Buck was worth one buck, and you could go to the school store and buy lots of things with it. Some teachers had their own classroom stores where they could buy stuff and also, let's remember it's not just about buying stuff. It's actually about being recognized for doing the right thing; that's what really motivates kids but stuff's a cool thing that kids can actually take home.

In addition, we don't always just give kids stuff; a lot of things that they can purchase with their Bulldog Bucks cost nothing to the school. For instance, like homework passes, you know, so 10 Bulldog Bucks and you get out of doing homework for a day. This is one of my favorites that I've actually considered using in some of my graduate courses; maybe the students would like this if they actually show up on time and do what I ask them to do. Not that we have a serious problem with that but maybe, perhaps, in some schools I have seen utilize this where teachers will offer students the ability to trade in a couple of bucks for a correct answer on a quiz that they got incorrect. It doesn't cost you anything, and if you just have one test item, is it really going to change their grade from a B to an A? Probably not, but these are things that don't cost any money. So, they had the Bulldog Bucks in place; it was worth one buck. What they decided to do was institute a 'golden ticket,' almost like Willie Wonka, kinda like. The golden ticket was bigger, it was golden – hence the name! – and it was worth five Bulldog Bucks. Every bus driver was given a golden ticket every day, and they were told that they were invited/encouraged to hand that out to one star student every day. The star student who got that, that had this 5-dollar golden ticket which he or she could then purchase for lots of different things. Also, at the end of the month, all of the golden tickets were put into a big bucket and they were randomly selected – a small number of them were randomly selected – for big-ticket items. Those big-ticket items were actually displaced in an unused display case in the entrance to the school. Some of those items included bikes, DVD players, and one teacher actually donated a gaming system that her kids no longer used. These were highly, highly motivating things for kids to want to earn. Additionally, students whose names were randomly drawn from the golden ticket bucket – this was once a month – a small number of them, with parental permission of course, their pictures and their bios were put up on the building's WEB page where they could share information about what's my favorite color, who's my favorite band, what do I like to do? All that kind of fun stuff so that kids could actually get their face visibly recognized, not only within their school community but literally worldwide. So, they instituted that as well. That was their program. Very little cost, all of the resources that were in that display case that were used as back-up reinforcers did not cost any additional money; they sought out donations from staff and also community agents, community organizations and businesses. They also had on occasion teacher dress-down days; you know how it works, you pitch in two bucks or whatever and you can wear jeans on a Friday. They would use that money to support purchasing these backups, so they didn't have to go out and buy a product, a commercially available product, they didn't have to create some lavish intervention, they didn't have to go to a 24-day training program to do this; they just created something.

Look what they saw in the next 28 days. Same period of time, same 28-day time frame. The classroom was still an issue, clearly it was; it's always probably going to be an issue, but we didn't see dramatic reduction. We did see a dramatic reduction in bus behavior.

**AUDIENCE MEMBER:** One of the frustrating things in my experience with token economies is fading it and being able to fade it effectively. That's very, very hard to do. How does that fit in to all of this? Do we keep giving golden tickets all year? What are we doing?

DR. TIM RUNGE: Yeah, absolutely. Legitimate question, certainly evidenced from the, you know, as early as the 50's and 60's on an individual student level gives us some indication as to how much you should fade it. To be quite honest with you, there is no good research regarding how you should fade it on a building level. However, I do have some graduate students who are currently working with me on that particular issue to try and figure out 'what is the appropriate amount of fading that you should do over time while still not sacrificing not only the integrity of the program but also sacrificing its efficacy because we don't really know; we are just kind of shooting in the dark. So, I am sorry; I don't really have a good answer for you on that one, although I have some really go-getter graduate assistants who are interested in doing this research with me, and we will hopefully have some answers. Sorry, I know that isn't the answer you were looking for.

We saw a reduction in bus behavior. Just to put the pre and post intervention up there for you – 28 days pre, 28 days post – we had a 44% reduction. We were pretty happy about that. We get into this issue of maintenance over time, we extended for an additional period of time to monitor how effective is this golden ticket to address this issue that you just brought up about are kids really still motivated for the golden ticket after three months. What we saw is that long-term wise, we still saw a reduction although we didn't see the same benefit long-term wise as what we saw on a short-term duration. We did see a 22% reduction. We saw some reduction over a longer period of time, so we were pretty pleased about that. Did we eliminate the behavior absolutely on the bus? No, but we certainly minimized it.

Moving on, we could look at data like this, which you would also get from the SWIS System whereby you're evaluating the motivation for kid's misbehavior. What pops out at you from these data? Why are kids misbehaving? They want to avoid the task and work. Really? Kids want to get out of doing work? Do adults want to get out of doing work from time to time? Yeah, okay, so we know that kids want to avoid doing the work so we could figure out an intervention that would allow them to more appropriately – at least temporarily – the work. Not avoid it forever and ever, but address the situation that is causing them to want to avoid the work.

AUDIENCE MEMBER: What occurred to me when you showed me that last slide was when it went to 22%, I think in criminal justice they call that recidivism because it is bouncing back to this. But, anyway, I was wondering if you're any way interested in how students reduce their behavior. How did they do it? The staff were giving out rewards; how did they get themselves to break the rules for this month and follow them the next month?

DR. TIM RUNGE: We don't know exactly how; all we can demonstrate through data is that they are, in fact, reducing it. Anecdotally, we can consider some factors that may be

attributed to how they did, but what we are seeing is that kids are not engaging in the disruptive or inappropriate behavior on the bus. Some of that we attribute to the fact that what was our intervention? We provided a booster session; we retaught what it means to behave on the bus. So we revisited in early October with all kids, even with kids that don't ride the bus because eventually they're going to ride the bus for assemblies or when they move to middle school or high school, what it means to be a student on a bus and behave appropriately. We also increased the level of reinforcement. So, we don't know which one of these two things or other things that might have effected the result that we are seeing right here. We are seeing some positive results. We don't know precisely if it was just the booster session or if it was the reinforcement or if it was some other factor, but at least we know that some combination of that was reducing the student's misbehavior on the bus.

AUDIENCE MEMBER: I just want to know if you want the team to learn how to generalize that improvement? And is there a methodology for looking at that?

DR. TIM RUNGE: Absolutely, from my perspective in terms of helping teams move forward for PBS in general. Yes. Thank you. So what I am trying to do with teams is to help them understand that you don't have to come up with some elaborate program or go out and buy something. Revisit what you're teaching, teach it again, and increase your level of supervision and your reinforcement as your first entrée in trying to address the issue. If that isn't working, then you may need something much more intensive than what you can create very simplistically. Does that partially answer...okay. Sorry I wasn't clear on my initial response.

What are these data telling you regarding referrals to the office by time of day? At lunch time between approximately 12:15 and around 1:00 we have a huge spike. So that could be lunch, that could be recess if this is an elementary school, or this could be the transition. In the junior high that I am working in right now, like how many hundreds of kids – like 500 kids? – file down to lunch at the same time? It's like I am frightened to go out in the hallway for fear of getting trampled. It's no wonder that they might have data that looks similar to this. Is there a question? Yes.

AUDIENCE MEMBER: Isn't this where, if I can go back to the avoiding the work chart, this fits in with RTI because aren't we looking then at not just a behavioral intervention but is the instruction good? And are they engaged? Is that why they are avoiding the task. I think it is not just about the token economy anymore.

DR. TIM RUNGE: Absolutely, which is – and forgive me for not expressing that. Since our main focus today was really on behavior and I did, very early on, say that we are going to scratch the surface of RTI on one slide. But thank you for bringing that to light very explicitly in that this could be absolutely an instructional issue as well, and you'd certainly want to look at

that piece, especially when we are talking about 10 students in particular that this team has identified 10 students who are on that bubble, on that fence, and they are seeing that their primary motivation for what they're doing is to avoid tasks. So, we need to consider what's the instructional piece as well as what are some behavioral things that we can do to augment the instructional interventions that we put into place. Thank you. Other questions?

AUDIENCE MEMBER: We had implemented SWIS in a school district that I came from, so I am very familiar with it. We had a lot of difficulty identifying the motivation of the students. Any suggestions? Work avoidance is easy. I mean, that's pretty clear; but the others, not so much.

DR. TIM RUNGE: I, too, struggle with this issue. In a school that's implementing school-wide positive behavior support, one of the things that teachers have to do when they're reporting a kid down to the office is the teacher has to come to some sort of a decision as to what was the motivating factor contributing to the student's misbehavior. So, teachers are by the fly by the seat of their pants doing a quasi FBA. So there is, in my humble opinion, the need to really do a lot of professional development with staff, teachers in particular, both general and regular educators, but these are the ones who are generating the referrals for the most part about this very issue of 'why do kids behave the way they do,' about motivation. Although these data are collected, I tend to not think that these data are nearly as reliable and less valid as other data. That's just my perception. However, when we move in the realm of tier III, when we do full-blown FBAs, having these data on these students – although the data may be somewhat questionable regarding their reliability and validity – at least we have something off of which we can then work and build when we do a traditional functional behavior assessment where we truly look at what are the motivating consequences of student's behavior. I still ask the schools collected, although I am not convinced that that is the most reliable information, especially at that level. Question?

Okay, so I have provided you an example of what one school did about behavior on the bus. Here's a standard protocol intervention, one you can actually go out and buy. It is really expensive; it is like 42 bucks on Amazon.com. It's the behavioral education or Check In; Check Out. By a show of hands, is anyone familiar with this one, either know it or are currently using it? It's a book, right? So you are familiar with it. You can read the book and you can pretty much do it, although it is recommended you do some professional development with it. Check In; Check Out; very briefly, I am not going to go over all of these nuts and bolts. With the Check In; Check Out cycle is this: You identify kids for tier II intervention, a small group of kids, usually anywhere from 10 to 20 kids in an entire school building who are targeted for the behavior education program or Check In; Check Out cycle. What happens is every morning that kid checks in with an adult, the same adult every morning. Often times that adult is not the teacher; often times that adult is someone that the kid selects, is someone the kid actually likes, and some of our Check In; Check Out monitors have been pleasantly surprised that certain kids actually selected them because they didn't think that kid actually liked them. So, the child checks in with

the adult in the morning and, basically, the adult just says, you know, how was your last night? How are things going? Are you ready for the day? What do you need to do to be ready and have a successful day today? You need to be ready, respectful and responsible. What does it mean to be ready, respectful and responsible? It means A, B and C. Brief check-in, no more than 10 minutes. Then the student carries around throughout the day a behavior card just like everybody has probably seen lots of students on IEPs walking around with a behavior card; the same thing is true for the Check In; Check Out system. The slight difference here is...here is an example of a behavior card that we're using in one of the elementary schools. You can see that the behavior card is broken down by academic content areas of reading, math, writing, social studies, science, special area and then lunch/recess. At the middle- and high-school levels, obviously this would be broken down by periods, period 1 through whatever. The difference here that you might see compared to the traditional positive behavior intervention program where the kid has a behavior card, the difference here in Check In; Check Out is that the expectations listed in the rows are tied directly to the three to five positively stated expectations for Positive Behavior Support universal. So, this particular elementary school, Eastside Elementary in Johnstown, they had be respectful, be safe, be attentive, be cooperative. Those are their four expectations for the entire school. Kids that are on the Check In; Check Out system, they have a behavior card that they walk around with and, at least initially, the teacher fills out or rates them zero, one or two on each of these different areas. Eventually, what we have kids do is kids in addition to teachers filling out the form, kids fill it out as well. Thus, we are building up their self-monitoring of their own behavior.

So, throughout the day, the kid checks in in the morning with the adult, then throughout the day the kid is evaluated on his or her adherence to those expectations. At the end of the day, the kid checks out with the exact same adult that he or she checked in with in the morning. That person looks at the behavior card and says, 'way to go, Johnny, good day today' or 'ooh, had a rough time in language arts class. What are we going to do differently tomorrow to have a better day?' Briefly check out with the student. A nice feature of the behavior education program is then the kid takes the behavior card home, parent signs it. When the kid brings that behavior card back in the next day, the kid actually gets points for simply bringing it back with the parent's signature. There is some effort to try to bridge the home-school collaborative divide that we often times face. That's in essence in a very short truncated version of behavior education program. It's a standard protocol intervention for tier II; highly effective for kids who receive, in general, two to five office discipline referrals in a year. One of my schools, they wanted to implement the behavior education program for the kids who have been down in the office every single day, and I said research says that that is not going to work for those kids. They really held firm, so we compromised and we had some kids who were more tier II appropriate, and those are the kids that I would have liked them to fully identify for this type of intervention and, you know, the teachers chose to look at kids that I thought were much more appropriate for tier III. But, it's their program. I'm not going to force them into anything in particular.

So then we chart the data just like everybody's seen, charts and graphs like this before. Obviously, you have a target line that is indicated by the horizontal bar, and then you're looking

for data points above. The percentage of points the kid obtained each and every day across time. So, initially, the behavior education program is working well for Joe; not this Joe in the back, but a different Joe. He didn't even know he was on BEP. And then over time we see actually it's efficacy is waning. So, this is a kid that over time we might want to consider ratcheting up tier III levels in their intervention now. Here's a different student broken down by period, so periods one through six, a middle-school-age kid, in terms of the percentage of points the kid earns in each particular period. Something's going on well in second period. What is it? Good instruction? Maybe something the kid's motivated and maybe it's a particular class the kid likes or a teacher the kid likes. Things are not going so hot in first period and sixth period, so we've got to figure out what can we change in first and sixth periods so that this student has a better response to the behavior education program.

Lastly, just to wrap up some small group interventions that are not standard protocol interventions but things that I have seen not only implemented in the buildings that I have been a practitioner but also as a consultant. In one of my schools, we had a high percentage of students whose parents were incarcerated; actually, sadly, we had a number of kids for whom both parents were incarcerated. So, we had enough kids in our small elementary school to start a small group – basically a support group – for kids whose parents were incarcerated, and a school counselor facilitated that. We certainly can reach out and tap into the school counselors as people that can definitely handle this very effectively and school social workers additionally. School psychs would be great if we could do that, but often times we don't have the time to do that; but school counselors and school social workers definitely. If students experience a lot of...if there are a number of students in your building who experience death, so we had a number of kids whose parents had died very suddenly or after a long battle with illness such as cancer. So we started small groups for kids to deal with the grief process related to the death in the family. We even had a couple of kids who had a pet die, and the pet was just like a family member, so we certainly included them in.

One of my favorite ones that we utilized, one of my elementary schools had a high percentage of kids who would move within elementary schools in the district or across district lines, a very, very high percentage. I'm certain no one else has that experience, right? So what we had was our Bulldog Ambassadors. The Bulldog Ambassadors were actually kids who, interestingly enough, were kids who we had initially targeted for tier III intervention because these were kids who were frequently in trouble and frequently making bad choices; these now became our ambassadors for any new student in the building. The ambassador's job was to introduce any new student to the whole building. So they would escort them around and show them key places like the gym, the cafeteria, the playground of course, where the principal's office is, but you're never going to have to go down here right? This is just where you come down if you happen to have a note from mom or dad saying you need to leave school early. They would do all of that. Then the ambassadors would send the new students on a scavenger hunt throughout the building so they could meet key people in the building...go find the gym teacher; his name is Mr. Jones. They would run around trying to find Mr. Jones. The way to acclimate new students to the building but also, at the same time, it was a program that we had targeted for

kids who served as ambassadors who otherwise were chronically misbehaving. So, it allowed them to experience a lot of opportunities to engage in pro social behavior, be reinforced, and be visible for good things and not necessarily for doing inappropriate things. I certainly have listed all these other ones up here. I'm not going to insult your intelligence by reading them, but as you can see, the opportunities for various small-group interventions at tier II are seemingly limitless and really are based upon the school, the community in which the school operates and the data that are coming out from your universal screener such as office discipline referrals.

Ultimately, though, in conclusion about tier II interventions, we want to make sure that every tier II intervention has a stated outcome. What is its purpose? Why are we doing this? And it has to be very, very clear not only to the students but also to the adults in the building. Not only is it clear as to what the outcomes are, but are all the adults aware of it? So, do all the teachers know that if there happens to be a new face in the building walking around with a little scavenger hunt sheet, everything's okay. Something has not gone awry; this is actually a legitimate thing we're doing. Similarly, are all of these interventions wedded to or tied directly to the three to five positively stated school wide expectations? If not, then you have a somewhat disjointed tier II intervention. You want to make sure that they are all in place. So, for the Bulldog Ambassadors, one of the things that we were trying to instill in them is that they were ready and respectful of adults and others. One way they could demonstrate that is by being an ambassador for new students and showing them around the building and being respectful of new students as well as being responsible and showing new students around the rest of the building.

And, finally, we strongly, of course, encourage that you're collecting data to monitor the efficacy of your group intervention. I hope that goes without saying, but sometimes we tend to overlook that, and it's important that we're always revisiting those data in terms of evaluating efficacy of our efforts. Okay! So our answer to all those questions, of course, I would hope, should be yes. Questions or comments about tier II?

I have a number of hands, and I'm still wedded right here.

AUDIENCE MEMBER: On the behavior card, it said the HUG program. What is that?

DR. TIM RUNGE: Oh, I'm sorry. Yeah, that was their cute little acronym; I'm certainly not creative. It was theirs: Hello, Update and Goodbye. So the kids kind of knew it. We didn't want to say, hey, Johnny in second grade, you're going to be part of the behavior education program. So we called it the HUG program and, actually, in an informational letter that was sent home to parents because we wanted to have parent's permission for their involvement in this, we called it the HUG program. So HUG stands for hello, we're going to update and then goodbye, good luck, this is how you're going to have a good day. And we do that as the check-in and the check-out. That's what it stood for; it was just a created thing that the teachers came up with.



AUDIENCE MEMBER: We started BEP in the spring, and we have a couple of kids that we have been working with this whole semester, but we have kind of struggled with where you're looking for in terms of moving them out of the tier II program, but they're all seeming to really enjoy being—having that attention – the beginning and end-of-day attention and so you can just kind of struggle with, 'well, if we take that away from them, are they going to slide away immediately? We are really struggling with that.

DR. TIM RUNGE: You actually have a good problem – a problem in which the kids are responding very much to BEP, and so you're questioning how do you actually fade that out? You could certainly consider a number of things, such as, for example, fading out the frequency with which they are checking in. So maybe they're not checking in every day but maybe every other day or maybe once a week. Here you're scaling back some of the intensity with which you are implementing BEP. You could consider that. I also want to make sure that they have a high level of expectation, certainly not 100%, we want to let kids actually slip up every once in while and how to be okay 'cause we all slip up every once in a while – at least I do. You want to make sure that you're certainly being mindful of having a very high standard and kids are always meeting that, but I think one consideration would be to reevaluate how frequently they're checking in and out. Also, as well, how much are they themselves monitoring their own behavior and less emphasis of teachers rating them zero, one or two on the rating card. And that's where you're developing metacognitive skills related to monitoring one's own behavior, which is really hard for elementary-age kids to do, but certainly we expect it in middle- and high-school-age kids, although a lot of kids don't; a lot of adults don't.

AUDIENCE MEMBER: On that behavior chart, how long are you looking at that in order to see whether you should do something different?

DR. TIM RUNGE: Ah, yes, the proverbial of how long. We generally use the same rule of thumb as what you see in the RtII literature, that you want to wait four to six weeks and really give it yourself enough opportunity to make sure that the data are relatively stable, that they are consistent. So, if you have data that are all over the place like this, certainly it is trending downward, which is not encouraging. If the behavior is... I guess initially I wouldn't suggest bagging everything right now; I'd want to give it a little bit more time unless down here we've had some pretty extreme behavior that warrants tier III intervention. But, I wouldn't throw everything out just yet, even though we've had four bad days in a row. You at least want to give the intervention a good four to six weeks to really take hold before you start evaluating whether or not you want to continue or withdraw the intervention.

AUDIENCE MEMBER: Maybe I missed this; did you have a systematized type of format for students to self-evaluate, older students?

DR. TIM RUNGE: No, you didn't miss it; I didn't say it! So what we do at the upper grades is this: They have the same behavior card, although they don't call it HUGs as high school kids probably be averse to that, but we have this and, again, the three to five expectations are listed right there. What we typically have is teacher fills one out and student also fills one out. Students are actually rewarded – a certain number of points – they get bonus points if their ratings closely match teacher's ratings. That way they can't just lie and say, 'sure, I was an angel,' and teacher says like, 'what are you talking about? You had a horrible day today.' So, there is a period of time where both teacher and student fill out, they compare, and then the student gets points based upon how closely he or she rated him or herself compared to teacher's ratings. Then once we have established a certain minimal level of inter-rater agreement essentially that the student can actually monitor and rate his or her own behavior, then we fade out teacher's ratings, and we rely solely on student behavior. So, we are basically doing that individualized based on students, but that's how you would typically do that; so students actually have their own card as well.

AUDIENCE MEMBER: Just one more question. Are you doing anything as a daily-type reward or short-term reward with this also?

DR. TIM RUNGE: For some kids, yes. Again, it may depend upon the developmental age and kind of the needs of the student. For elementary students, yeah, absolutely, we're doing this, giving reinforcement on a daily basis. For middle and high school, you may not have to do it as much because they can tolerate a little bit longer duration between reinforcement. But, again, you may have middle- and high-school-age kids who need much more thicker and richer schedules of reinforcement, who may require daily reinforcement.

I get to leave the box?

DR JOE KOVALESKI: You get to leave the box!

Was the question earlier about how to fade out reinforcers? I've had the luxury of getting a chance to mull that over while Tim has been presenting, so let me take a shot at it. First of all, one of the things that is interesting about token economies is how many reinforcers – how many Bulldog Bucks do you give during a day? One of the things that Tim kind of talked about before is you can actually count this stuff. You can count how many are getting turned in, so over time, you have some sense of normative, how many Bulldog Bucks are being given out at any particular time. For example, in first grade across all the first-grade teachers, we tend to give out 50 or we tend to give out 10 or whatever, but you tend to have that normative idea. I think over time that gives some guidance especially to new teachers that are coming in. So, you say, 'here's

our token economy system;’ in general during the course of a day, you should be giving out roughly about 25 of these Bulldog Bucks. Now the advantage of that is if you have the data – and we talked about this morning, and we just skipped over really quickly because most of you were here this morning. The idea that we should be analyzing these data as teams, as kind of grade-level teams and as building-level teams, we look at the data. So, when do you start weaning? You start weaning when the data look good. If you’re looking at the data and the data are indicating to you that you’re getting nice, stable performance from your students, that is lower ODR’s and higher levels of appropriate behavior, then what you can do is you can start systematically weaning out. So, if you’re in first grade and you’re at the middle of the year, you’ll be giving on average 25 a day, you can start saying, ‘everybody is doing well with this. We can now start ratcheting down maybe to 20 a day or 15 a day or something like that. Similarly, over the course of the developmentally K through 6 building or K through 5 building if you will, you can start thinking about, well at first grade we do this much reinforcing, and at third grade we should be doing this much reinforcing. My answer to that, which is not a data-based answer, and I’m glad Tim and his associates are kind of looking at that. But just kind of thinking about the long history of token economies is that you’d use the data to give you that idea. Meanwhile, the other thing, of course, we’re always doing with token economies as we deliver them is that we’re providing that reinforcer as immediate as possible in giving specific details as to why you’re being reinforced. So, it is not like we see this guy behaving appropriately when we slip him one. We are eyeballing him; we’re telling him exactly what he is doing that’s appropriate, and we’re relating it to one of the rules that we’re reinforcing. You’re doing a good job of watching and staying away from your neighbor; that’s being respectful. Okay? So, we’re doing that and so what we’re doing there is we’re pairing the token, if you will, with a higher level of reinforcement with the idea that down the road, we’re going to have all the kids getting very few tokens and a lot of praise. Then later on getting not so much praise as they get older and having more task-imbedded reinforcer and more just kind of self-reinforcer as kids kind of internalize this themselves. So that’s the long-term plan, but I really think perhaps the data may guide us in that regard. And Tim was talking earlier about actually having the teacher’s names on the back of the bucks so you can actually chart which teachers are giving how much so you can have a chat again in your building level about how many Bulldog Bucks have you given this past term or quarter or whatever on kind of a weekly or daily basis. I think that will help teachers kind of normalize this across teachers.

I don’t have a lot of time, but I just want to get to tier III. I want to review again because there’s kind of a nice pattern here. At tier I, we’re talking about providing good instruction, and this is behavioral instruction for who? Everybody. At tier II, we’re talking about some students, and what are the two ways that we are using to identify those kids? The data; okay the office data is going to be one way to identify which kids need those interventions, and what’s the other way? Pre-existing at-risk issues. So, when – just to kind of make sure we’re thinking about this, at tier II we are also identifying kids that maybe might get into behavioral issues because of various at-risk conditions, and we are kind of targeting them to some degree perhaps in advance of problems and certainly, if they are having problems and into one of these kind of issues. This is bringing me up then to tier III in terms of where do I identify these kids, and where we identify them, pardon me, is by looking at data such as this. So, if we have data, and Tim made a good

point that perhaps we're not ready to give up on this particular intervention with Joe, but it may be time if this continues to be a decelerating pattern here, that what we want to do is add an intervention. Now, the thing we may want to do with Joe, by the way, is remember tier II is additive to tier I, and tier III can be additive to tier II. So, we may want to continue Check In; Check Out with Joe, but now we want to do an individualized, customized intervention for Joe. And for that we're going to use functional behavioral assessment. Now, the folks...a group of some of the folks here have been my students, and they know that when I teach functional behavior assessment it takes me weeks and weeks to do this. This is a complicated skill. But let me just kind of offer some basic information about functional behavioral assessment. Teachers, here is what I want you to listen for. I want you to listen for the basic format that we use in terms of the competing behavior analysis and the Antecedent Behavior Consequence kind of format, and especially looking at the function behavior because, when we are in meetings talking about individual kids, we're going to be talking all about what's the function of this behavior? What's the payoff for this behavior? And we need you folks to fully understand the thinking that goes behind that. School psychologists and school counselors – what we really need you to be – are the folks that really know how to do functional behavioral assessments. To a large extent, what the next series of slides is going to be, admittedly kind of fast, is going to be a real quick refresher or perhaps a guide as to other places where you need to look to either refresh your memory about doing functional behavioral assessments or perhaps to do more advanced study in doing FBAs in the schools. And, of course, functional behavioral assessment is we're looking to assess what the function is of behavior, so we assume that behavior is learned, we believe that it has a valid function for the individual, and importantly, if we believe that behavior is learned, we think it can be unlearned; namely, inappropriate behavior being learned and then unlearned. Also, we were looking at problem behavior sometimes just being a lack of skills; not doing the wrong thing but really just not being taught effectively. We talked a lot about that this morning in terms of building pro social skills.

What we use in schools is the basic FBA format, which is this and every time I see this, I know exactly who developed this slide for me and rolls all this in many years ago – still doing it. Just to identify how this works, we see the problem behavior, our setting events, and this is two slides away we have our definitions. Setting events are those things that impact the behavior but indirectly. These are our slow triggers. Things that are happening in the student's home life that might kind of set the stage for behaviors that are happening later during the school day; being abused, not getting enough to eat, that sort of thing. Those kinds of events that are occurring that don't really kind of quick trigger it but slow trigger the behavior. Our antecedents are things we're looking at in schools that are happening just before the behavior occurs that really are the fast triggers that are kind of instigating that behavior. And, consequences are the things that are happening after the event that really serve to reinforce the behavior. Now, when we think about this, don't think about in terms of what plan you have as a teacher to change the behavior; it's what's happening kind of unbenounced to you or subtly within the classroom. That's what we're kind of looking for. What we have to do as teachers, we really have to analyze what's happening with the other kids in the classroom when a student engages in a certain behavior. What do I do as a teacher when a student engages in a certain behavior? So, for example, the two payoffs, by

the way, for this are – the two functions are – you’re either seeking something or you’re trying to get something or you’re trying to avoid something.

So, what’s happening when kids are misbehaving in the classroom? One obvious one is attention. Attention is one that they get from peers, especially in the classroom and regardless of what you’re doing, the payoff for the class clown is everybody laughs. So, when we’re thinking about breaking the cycle there, we’ve got to deal with everybody laughing. Now remember, of course, that when we’re looking for these kinds of consequences and functions, we’re also looking at the fact that negative attention is very motivating for some kids. Some kids, in spite of all the teacher’s reprimands, are engaging in that behavior because, you know what, being reprimanded is a whole lot better than being ignored in life. For some kids, that is how they have learned to have a human interaction is by engaging in inappropriate behavior and then getting reprimanded by parents or teachers or whatever.

If I have two minutes to be silly, if you will, let’s just do a quick test. I’m sitting here in my office, and I have the window open in the spring and a car drives by with a ‘boom ta boom ta boom ta boom.’ This young gentleman is engaging in this very loud behavior, cranking up the stereo. What is the function of that behavior do you think? What are they going after? Any ideas? What is that behavior about? Is that sensory stimulation. Yeah, it’s that. What do you really think it is? I think that’s what that behavior is about. I really do. Now, I’m not saying that is a functional behavior that’s actually paying off for the student, but I think that student thinks it’s going to pay off; probably is on a highly intermittent reinforcement schedule at that point. So, again, this is the mindset that we’re going to use here, okay?

In terms of escaping the big things that we look at in schools and this was said. I just want to repeat it again because it’s important. The two big ones here are demanding task and that is the whole business of do we have the student at an appropriate instructional level. We know that a lot of inappropriate behavior in school is to escape what are overly demanding tasks because we just have a mismatch with the instructional level of the student. And, in terms of interpersonal behavior of students, we know that a lot of behavior is to avoid other kids. Tim gave a great example of avoiding the fellow that was picking on him in terms of just avoiding social provocation from other students. Those are the two biggies in terms of escape. We are either looking to gain something or escaping something, and as we sit as teams talking about it, if there is one thing we can take away from here is to just kind of broken record the question, okay, what’s the function of that behavior? What’s the payoff for that behavior? If we know that, we have a pretty good idea of where to go with it because what we’re going to do – back to A,B,C. – we are either going to change the antecedents so for the example of the student who has demanding task, obviously if the kid’s not at the instructional level, we want to get him on the instructional level; we’re going to change the antecedents. Where are we going to change the consequence? So, for example, with the student that’s engaging in a kind of class-clowny behavior because everybody’s laughing, we may want to look at a group contingency for everybody to stop laughing at this kid to kind of cut off that naturally occurring reinforcer. And

then the B, of course, is teaching behaviors, and Tim talked a lot this morning – we both did – about teaching appropriate behaviors in general at tier I where these kids often times we happen to go into various specific teaching of social skills, social-skills training that goes way beyond what we do in a tier I kind of situation. I'm going to skip a lot of these.

Where this is going to bring us is to kind of state the functional hypothesis, and while this sometimes gets a little bit stilted if you will, I think it is a beneficial strategy or tactic for folks to use within the context of a meeting. I think anytime you are looking at a tier III intervention for a student, you want to leave your meeting about the student with a good functional hypothesis. Notice, this is not the functional answer. This is a functional hypothesis, because what you're going to do is see if you can take this hypothesis and develop good interventions. Whether it works or not is going to prove whether your hypothesis is effective. And we do it in this kind of format, and I'll just go right to the example. So, here's Harry, and he's refusing to enter the locker room, which is the behavior. When does he do that? When required to dress for gym, Harry refuses to enter the locker room. Why? Because he is avoiding ridicule from his classmates. So he is in escape mode. If we are going to try to get Harry to dress for gym and participate in gym, we have to know that the main deal for Harry right now is he's really trying to avoid ridicule from his classmates, which we know that we've got a much better idea about where to go with this.

In terms of just very quickly because we have one example and some tier III interventions to share with you before we're done, different approaches that we can use in addition to observations. What we really want to look at here for observation – I am really aiming this at school psychologists and school counselors – are especially contextualized behavioral assessment such as the boss and then Shapiro devised. An old one that I like is Richard Sedaris's SECOS; we can give you some references on that because what that'll do rather than just doing an anecdotal record of the behavior, is that it really gives you some idea of what's happening before and after the behavior. In terms of measurement techniques, there's a group of instrumentation that I think is really under utilized in schools including the Functional Assessment of Academic Behavior, which is an interview for parents and teachers but also has a really good interview of the student in terms of what they imagine is happening in the instructional environment. The Motivation Assessment Scale, the Functional Assessment Informant Record also are interviews and are brief – kind of fill in the blank forms – to give the teachers and parents that will help to identify exactly what the functions of the behavior are. And Watson and Steege have a nice book where they have a number of very simple forms that you can use to identify possible antecedents and the possible consequences of the behavior. And, with that, Tim, you're back in the box.

DR. TIM RUNGE: In our few precious moments remaining, I'm actually going to fast forward through a series of slides here where we talk about functional analysis, instructional analysis and so forth, so I apologize that we are going to skip over that. That certainly is much more detailed than what we can cover today.

So, when we think about interventions for tier III, ultimately our options are seemingly limitless. If you use a functional-based assessment approach, then you can develop positive behavior intervention program to address the needs of the student. However, I also recognize that many educators look for commercially available products that are available to implement for certain particular individuals. So, what we have offered here in the last few slides are some intervention programs that are commercially available and certainly have a lot of evidence to support their efficacy. To help guide you a little bit, what we have done is given you the names and the authors, but I also told you a little bit about what it is and who it's targeted for. CBT, by the way, is cognitive behavioral therapy; you'll note that CBT appears rather frequently here. There's good reason for that, and that is primarily not because necessarily Joe and I think it's great, we actually have lots of evidence to indicate that CBT tends to be the most effective means by which to provide therapy for individuals: Cognitive Behavior Therapy. She's got coping CAT (1:20:00.5); that's the deal with students with anxiety-related issues. It's a little old, I guess, 1996, but I certainly have used it, and I know the kids have responded fairly well to it. FRIENDS, another CBT for anxiety for students of about the same age. You can see these other ones that are listed here. Skillstreaming, many school counselors I know are aware of skillstreaming and hopefully school psychs are well aware of it.

A very nice product that I've used in elementary grades, but there is also a secondary level set of interventions for skillstreaming, although I personally not have used it – I've not used it. I have used it at the elementary level, and kids have definitely responded to that. I think teachers also tend to appreciate skillstreaming; by the way, we've used it not only in small group, but we've had teachers implementing it in their emotional support classrooms or in some of their teaming time. The nice feature about skillstreaming, among many, as well as with some of these others, is that it's fairly well scripted for you so the teacher doesn't have to create a whole lot of stuff on his or her own; it is all right there for you, you know, all the materials are right there. I Can Problem Solve by Myrna Shure, a good resource as well. Again, listing of some others. PATHS Promoting Alternative Thinking Strategies was very, very popular in Pennsylvania about 15 or 20 years ago primarily because Mark Greenberg, one of the authors, is from Penn State and so a lot of his initial pilots were in Pennsylvania in general. Project Achieve by Howie Knoff is another really, really good program. Sometimes I Hurt You is Stop and Think. It is a good social skills program to deal with anger management and problem solving interpersonally. We've used that in small groups, and actually that has feature that is appropriate for the whole school. You can implement Project Achieve across an entire school, so there is an element of Project Achieve that is appropriate as a tier I intervention. Of course, no one has ever heard of Obaeus (1:21:53.2), so, you know, I say that tongue in cheek. A lot of people are very familiar with Obaeus. So granted that is a tier I program, but we have been seeing some schools that are using it for targeted populations of students. We did include in here clearly some tier III programs but also some tier I. We just kind of lumped them all together.

If you're interested in more information about these and other programs, I strongly recommend that you check out this WEB site: University of Maryland, Center for School Mental

Health. Mark Weist and colleagues down there, not too terribly far from us, have put together a nice repository of information regarding social, emotional and behavior programs that have researched to support their efficacy. He was funded by a federal grant to basically review all of these different programs, and similar to the Florida Center for Reading Research, which many of you I'm sure are somewhat familiar with. This WEB site does a similar thing, not for reading programs but actually for social, emotional and behavioral programs. So, it gives you a nice overview of what the program is, and then it has an annotative bibliography regarding citations that support the efficacy of these various programs. I strongly recommend you go check out that WEB site. And then, of course, these other ones we have there listed for you provide some additional resources, but I would recommend the Center for School Mental Health as an initial entrée into trying to uncover what are some programs and practices that might be helpful for our students and our population. I realize we gave you a very very crash course in tier II and a heavy duty crash course in tier III but in an hour and a half it is really hard to kind of cover what we were asked to cover. We certainly appreciate everyone's participation. Don't leave just yet, you need that golden ticket which is the code and then I know that I'm staying around for additional questions if people have them. It sounds like Joe might be available as well.

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Again, thank you so much for your attention and your participation. And we hope you enjoy the rest of the conference.