Integrating a Schoolwide Positive Behavioral Support System (PBSS) Blueprint Into an Effective Schools Process

Almost all successful individuals and organizations have one thing in common—the power and depth of their vision of the future.

Joel Barker

PBSS Implementation Case Study:
Hotchkiss Elementary School, Dallas, Texas

The counselor from Hotchkiss Elementary School in Dallas Independent School District, Texas, called on March 10, 1995, to inform me that I was going to work with their school. Hotchkiss was an inner city, predominantly Hispanic kindergarten through sixth grade school with 80% of its 900 students receiving federal free
lunch support. Opening for the first time in August 1994 with a completely new staff, the school experienced over 4,500 office discipline referrals that year.

On April 1, 1995, we began a ten-year partnership to systematically implement the Project ACHIEVE Positive Behavioral Support System (PBSS) blueprint. Within less than a year, most of the PBSS was implemented or in progress. Over the next decade, the staff continued to adapt the PBSS to the needs of the students, school, and community—and they built their capacity to the degree that Project ACHIEVE activities were largely implemented independently and with the needed integrity and intensity.

The following outcomes were documented:

- Total discipline referrals to the principal's office dropped from 56.1 referrals per 100 students during the baseline year prior to project implementation to 13.0 referrals per 100 students during the first two years of the project (less than one referral per school day over an entire year). Total discipline referrals dropped to 3.0 referrals per 100 students during the last three years of implementation (less than one referral per week over the school year).

- The number of grade retentions was 2.0 retentions per 100 students during the baseline year, 2.5 students per 100 students for the first two years of project implementation, and 3.6 retentions per 100 students for the next three years.

- Special education placements were 1.9 placements per 100 students for the baseline year versus an average of 2.8 placements per 100 students for the first two years of the project versus an average of 3.0 placements per 100 students during the last three years of the project.

- On the Texas state proficiency test (Texas Assessment of Academic Skills; TAAS) reading section, taken by Hotchkiss's third through sixth graders, 68.7% of the students passed the test during the baseline year, 67.6% passed the test during the next two years, and 81.7% passed during the next three years through the 2000 school year.

- On the TAAS math section, again taken by the school's third through sixth graders, 55.1% of the students passed the test during the baseline year, 65.1% passed the test during the next two years, and 78.6% passed during the next three years.

- On the TAAS writing test, taken only by the school's fourth graders, 80.5% passed the test during the baseline year, 77.6% passed the test during the next two years, and 90.9% passed during the next three years.

INTRODUCTION

It is a simple fact that how students feel about themselves, behave, and get along with others strongly predicts their interactions and even their achievement in school. Indeed, if students feel pressured, bullied, or unsafe, they focus more on these emotional conditions than on academic
Integrating a Schoolwide Positive Behavioral Support System (PBSS) instruction and learning. If they are unsure of themselves, lack self-confidence, or are self-conscious, they may not believe that they can succeed. If they do not have the behavioral skills to pay attention, work independently, or organize themselves, their academic work may suffer. If they cannot relate to others, work cooperatively in a group, and prevent or resolve conflicts, they will not survive socially.

We have known that students’ social, emotional, and behavioral competency and self-management is essential to their academic and interpersonal success in school for decades (Cawelti, 1995; Wang, Haertel, & Walberg, 1993/1994; Ysseldyke & Christenson, 1993). While a strong academic program with effective instruction and a focus on real-world knowledge and skills is essential to student achievement and understanding, it is evident that a positive and supportive school and classroom climate with positive and productive student and teacher interactions and effective classroom management is necessary. Indeed, these components are among the top six predictors of students’ academic achievement (Goodman & Schaughency, 2001; McNeely, Nonemaker, & Blum, 2002; Zins, Weissberg, Wang, & Walberg, 2004). More specifically, reviews of over 200 studies of school-based programs (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Payton et al., 2008) revealed that classroom time spent on addressing the social, emotional, and behavioral skills and needs of students helped to significantly increase their academic performance and their social and emotional skills, and that the students involved were better behaved, more socially successful, less anxious, and more emotionally well-adjusted and earned higher grades and test scores.

This book discusses how schoolwide PBSSs are essential to helping students learn, master, and apply the skills needed for social, emotional, and behavioral competency and self-management and how PBSS activities facilitate the positive climates, prosocial interactions, and effective management approaches noted above across all classroom and school settings. Given this focus, this book is largely for district and school administrators, related service professionals (e.g., school psychologists, counselors, behavioral specialists), and general and special education teachers who, individually or as part of a team or committee, are responsible for developing, implementing, evaluating, and sustaining PBSSs. At the same time, a number of chapters (e.g., this chapter and Chapters 3, 4, 5, and 7) contain information that all classroom teachers should understand and be able to implement. Other chapters (e.g., this chapter and Chapters 6, 7, 8, and 9) are especially important for related service professionals.

This chapter introduces the six evidence-based components of an evidence-based PBSS along a three-tiered Response-to-Instruction and Intervention (RTI³) continuum that is embedded in an effective school and schooling model. Initially, the competency and self-management goal of the PBSS is described along with the effective schools model that includes the PBSS as one of its primary components.
STUDENT COMPETENCY AND SELF-MANAGEMENT DEFINED

The ultimate goal of a PBSS is student social, emotional, and behavioral competency and self-management. While competency and self-management look different across the age span because of genetic, biological, and developmental factors, they are collectively defined as children’s or adolescents’ ability to

- be socially, emotionally, and behaviorally aware of themselves and others;
- demonstrate successful social, emotional, and behavioral interactions and skills; and
- effectively control their own emotions, so that appropriate proactive and prosocial behavior independently occurs.

Critically, competency and self-management exist along a continuum from social-emotional competency and self-management (i.e., how students feel) to cognitive-behavioral competency and self-management (i.e., what they think and then what they do). Using this cognitive-behavioral perspective, students’ positive feelings, thoughts, beliefs, and attributions represent the cognitive goals and outcomes of a PBSS. Students’ positive interpersonal, social problem-solving, conflict prevention and resolution, and social-emotional coping skills—both in their classrooms and in the common areas of a school—represent the behavioral goals and outcomes of a PBSS.

More specifically, on a social level, skills that are important to self-management include those that contribute to effective (a) listening, engagement, and responding; (b) communication and collaboration; (c) social problem-solving and group process; and (d) conflict prevention and resolution. On an emotional level, important self-management skills include (a) the awareness of one’s own and others’ feelings, (b) the ability to manage or control those feelings and other emotions as well as the ability to use coping skills to minimize the emotional effects of previous situations, and (c) the ability to demonstrate appropriate behavior even under conditions of emotionality. Finally, on a behavioral level, important self-management skills include those that help students to demonstrate appropriate behavior in the classroom and across the common areas of the school and to be actively engaged in their own learning—whether in the classroom or on a more independent level.

HOW A PBSS FITS INTO AN EFFECTIVE SCHOOL

If the ultimate PBSS goal is to help students learn, master, and apply social, emotional, and behavioral self-management skills, then this instructional goal needs to be integrated into a school’s mission, role, and function. One way to begin this integration is to understand that a school’s ultimate
integrated schoolwide positive behavioral support system (PBSS) academic goal is to help students become independent learners, while its ultimate behavioral goal is to teach students to become self-managers. In order to accomplish these outcomes, schools need to dedicate themselves to effective school and schooling practices. To this end, the components of an effective school are described below.

The Components of an Effective School. During the past 30 years, a number of evidence-based effective school models have been developed by individuals such as Robert Marzano, Bill Daggett, Ted Sizer, Larry Lezotte, James Comer, and others. These models share a number of key constructs that create a foundation for any school’s continuous improvement efforts and processes. These constructs involve a schoolwide commitment to

- a culture of high and realistic expectations for all students that is supported by a shared mission, vision, values, and goals;
- data-driven decision making that focuses on continuous improvement;
- validation, verification, evaluation, and accountability;
- articulated and differentiated academic and social, emotional, and behavioral (or health, mental health, and wellness) curricula;
- rigorous and relevant instruction delivered through a multi-tiered system of prevention, strategic intervention, and intensive services, supports, strategies, and programs;
- personalized learning, resulting in students who are college and career ready;
- professional learning communities where cross-disciplinary teaming focuses on effective instruction that results in student learning, mastery, proficiency, and the ability to solve real-world problems;
- partnerships that reach out to and actively engage families and community partners;
- positive and safe school climates that engage and connect students in sustained, meaningful relationships; and
- a formal and informal system of shared, multileveled leadership.

Beyond these key constructs, these models also have a common core of effective school components. While they may use different labels, these components have been integrated into an evidence-based school improvement model known as Project ACHIEVE (Knoff & Batsche, 1995; Knoff, Finch, & Carlyon, 2004). Project ACHIEVE is a comprehensive preschool through high school continuous improvement and school effectiveness program that has been implemented in hundreds of urban, suburban, and rural districts across the country since 1990. Project ACHIEVE was recognized by the U.S. Department of Health & Human Services’ Substance Abuse and Mental Health Services Administration (SAMHSA) as an evidence-based model prevention program in 2000. Its effectiveness has also been recognized by the U.S. Department of Justice’s Office of Juvenile Justice and Delinquency Prevention (OJJDP; in 2003); the Collaborative for
Academic, Social, Emotional Learning (CASEL; in 2002); and other regional and state groups. Project ACHIEVE is now listed on SAMHSA’s National Registry of Evidence-Based Programs and Practices (U.S. Department of Health and Human Services, SAMHSA, 2010), and its implementation blueprints, procedures, and strategies are the foundation of most of the effective practices embedded throughout this book.

Working with some of the lowest to highest performing schools and in some of the poorest to most affluent communities nationwide, Project ACHIEVE’s ultimate goal is to design and implement effective school and schooling processes that maximize the academic and social, emotional, and behavioral progress and achievement of all students. Project ACHIEVE also assists schools to implement effective and efficient problem solving and strategic intervention processes for students with academic and behavioral difficulties, while improving the staff’s professional development and effective instructional interactions and increasing the quality and quantity of parent and community involvement and engagement. All of this is done through a strategic planning, capacity building, professional development, and technical assistance process that helps students, staff, schools, and systems to continuously improve and become independent over time. Adapting its evidence-based blueprints to diverse settings, Project ACHIEVE practices have been used in public schools, alternative schools, special education centers, psychiatric and juvenile justice facilities, Head Start and other preschool programs, and specialized charter schools.

Seven interdependent components form the foundation of Project ACHIEVE’s effective school and school improvement process. These components are described below (see also Figure 1.1).

1. The strategic planning and organizational analysis and development component initially focuses on assessing the organizational climate, administrative style, staff decision making, and other interprofessional and interpersonal processes in a school. Activities then move into identifying and reinforcing or establishing and implementing the organizational policies, professional development and instructional practices, and year-round teaming and intervention approaches that support the academic and social, emotional, and behavioral success of all students. The ultimate products of this component are school improvement plans that help schools build capacity and autonomy; identify, develop, and deploy resources; facilitate communication, collaboration, commitment, and innovation; and sustain student, staff, and system success.

2. The problem solving, teaming, and consultation processes component focuses on the consistent implementation of data-based, functional assessment, problem-solving approaches that all staff learn and use (a) when implementing effective academic and behavioral instruction in the classroom, and (b) when addressing students who either are not responding to this instruction or are exhibiting serious academic or behavioral concerns.
For the latter students, a multi-tiered RTI² process is used (Knoff, 2009a; Knoff & Dyer, 2010) that integrates problem solving with consultation and intervention. Rejecting the more traditional RTI approach that advocates a universal intervention protocol, this RTI² process emphasizes the importance of linking the data-confirmed reasons why a student is not responding to effective instruction to strategic instructional or intervention approaches. These strategic approaches then are implemented by classroom teachers with consultative support (if needed) from other experts in the school. This RTI² process also recognizes that some students need adapted, differentiated, different, or more intensive instruction to address their needs, while other students need specific, focused, strategic or intensive interventions.

This component also extends problem solving and consultation beyond the classroom level, to grade-level RTI² teams (or instructional teams at the secondary level) and building-level RTI² teams, respectively. Project ACHIEVE utilizes grade-level RTI² team meetings to encourage collaborative data-based problem solving and collegial consultation among teachers at the same or adjacent grade levels. These meetings are especially effective when, for example, one teacher on a teaching team is not having success with a challenging student in a specific area, while
another teacher on the same team knows exactly what to do—based on previous training or experience—and can provide consultation and support.

The building-level RTI team is staffed with the best academic and behavioral intervention specialists in or available to the school, resulting in more multidisciplinary problem solving and consultation. This team is important because some students are so complex or present such unique or intense challenges that multi- or cross-disciplinary assessment processes and instructional or intervention perspectives are needed to best understand and then address their needs.

Finally, this effective school and schooling component organizes instructional and intervention services, supports, strategies, and programs along a primary (whole school), secondary (strategic intervention), and tertiary (intensive need or crisis management) continuum to address the academic and behavioral needs of all students—including those who are at risk, underachieving, unresponsive, or unsuccessful. Critically, the foundation to the entire RTI process is an effective classroom taught by a highly qualified teacher who uses effective instruction and classroom management techniques. Beyond that, the tiers of the multi-tiered model reflect the intensity of the services and supports needed by students—not where specific interventions are delivered (e.g., inside or outside a general education classroom) or how many students (e.g., all, some, or few) are receiving them (Knoff, Haley, & Gonzales, 2011).

3. The effective school, schooling, and professional development component focuses on the evidence-based professional development, clinical supervision, and evaluation practices—at the system, school, staff, classroom, and student levels—that ensure effective and differentiated instruction and effective and positive behavior management exists in every classroom for every student. This involves creating a culture and planning and implementing the processes whereby everyone recognizes that professional development occurs, formally and informally, every day for every staff person. With a goal of increasing staff knowledge, enhancing instructional and intervention skills, and reinforcing confidence and independence, the essential processes are research and self-study, professional development and in-service instruction, clinical supervision and collegial consultation, and case study practice and application using peer mentoring and professional learning communities. Functionally, instructional and intervention knowledge is systematically linked to individuals through whole-staff skill, confidence, proficiency, and independence through (a) “master classes” with experts who demonstrate specific, targeted skills; (b) guided staff practice that includes planned applications, supervision, and informed feedback; and (c) the transfer of this training into more challenging settings and situations with additional supervision and evaluation. As with the other effective school and schooling components, professional development activities extend beyond those establishing effective classroom practices to those addressing the coordination and implementation of the
Integrating a Schoolwide Positive Behavioral Support System (PBSS) tiered RTI² services, supports, strategies, and programs needed by students at more strategic or intensive levels.

4. The academic instruction and intervention (or Positive Academic Supports and Services [PASS]) component focuses on creating an effective Instructional Environment in every classroom within a school. The Instructional Environment consists of the interdependent interactions among teacher-instructional, student, and curricular processes in all classrooms. Expanding briefly, the Instructional Environment involves the integration of (a) the different academic curricula being taught in a classroom as well as their connection to state standards and benchmarks and district scope and sequence objectives (i.e., “What needs to be learned?”); (b) the teachers who are teaching these curricula and how they organize and execute their classroom instruction (i.e., “Are appropriate instructional and management strategies being used?”); and (c) the students who are engaged in learning, their ability and motivation to master the instructional material, and their responses to effective instruction and sound curricula (i.e., “Is each student capable, prepared, motivated, and able to learn, and are they learning?”).

Critically, the data-based, functional assessment, problem-solving process and effective school and schooling practices, described earlier, work implicitly within this component. This occurs as the three facets of the Instructional Environment are analyzed proactively to determine how to design and implement the most effective instruction so that the highest number of students are academically successful. For those students who are unsuccessful, however, specific characteristics or processes within the three Instructional Environment components are analyzed to determine the reasons, individually or collectively, for their lack of success. Using the data-based, functional assessment, problem-solving process, for example, for a student with ongoing difficulties in third grade mathematics, a classroom teacher, independently or with the grade- or building-level RTI² team, might

- analyze the design and organization of the curriculum, its scope and sequence, its materials, and its contribution to the student’s understanding, learning, and progress;
- evaluate his or her lesson plans, instructional delivery and pace, sensitivity and differentiation with the student, and accuracy in evaluating the student’s understanding and mastery of material and skills over time; or
- assess the student’s specific mastery of prerequisite skills, understanding of the instructional goals and directions, and progress when more concrete and sequential instruction, positive practice opportunities, or specific guidance and feedback are provided.

Once the reasons for a student’s lack of success are validated, the results are linked to needed instructional or intervention services, supports, strategies, and programs. Here is where Project ACHIEVE’s academic service-delivery blueprint, the PASS model, is used (see Figure 1.2).
The PASS blueprint involves a continuum of academically focused instructional and intervention supports and services that are strategically implemented, across a multi-tiered system, at different levels of intensity. The foundation of the PASS blueprint is effective and differentiated classroom instruction where teachers use and continuously evaluate (or progress monitor) evidence-based curricular materials and approaches that are matched to students’ learning styles and needs. As noted above, after a reasonable period of instruction, practice, and support, if students still have not mastered academic materials that are presented in effective ways, the data-based, functional assessment, problem-solving process is used. Results then are linked to different instructional or intervention approaches that are organized along the PASS continuum:

- **Assistive supports** involve specialized equipment, technologies, medical or physical devices, and other resources that help students, especially those with significant disabilities, to learn and function—physically, behaviorally, academically, and in all areas of communication. Assistive supports can be used anywhere along the PASS continuum.
- **Remediation** involves strategies that teach students specific, usually prerequisite, skills to help them master broader curricular, scope and sequence, or benchmark objectives.
- **Accommodations** change conditions that support student learning—such as the classroom setting or setup, how and where instruction is
presented, the length of instruction, the length or time frame for assignments, or how students are expected to respond to questions or complete assignments. Accommodations can range from the informal ones implemented by a classroom teacher to the formal accommodations required by and specified on a 504 Plan (named for the federal statute that covers these services).

- **Modifications** involve changes in curricular content—its scope, depth, breadth, or complexity.

Remediations, accommodations, and modifications typically are implemented in general education classrooms by general education teachers, although they may involve consultations with other colleagues or specialists to facilitate effective implementation. At times, these strategies may be implemented in “pull-out,” “pull-in,” or co-taught instructional skill groups so that larger groups of students with the same needs can be helped. If target students do not respond to the strategically chosen approaches within these three areas or if their needs are more significant or complex, approaches from the next three PASS areas may be needed:

- **Strategic interventions** focus on changing students’ specific academic skills or strategies, their motivation, or their ability to comprehend, apply, analyze, synthesize, or evaluate academic content and material. Strategic interventions typically involve multidisciplinary assessments, as well as formal Academic Intervention or Individualized Education plans (AIPs or IEPs).

- **Compensatory approaches** help students to compensate for disabilities that cannot be changed or overcome (e.g., being deaf or blind, or having physical or central nervous system or neurological disabilities). Often combined with assistive supports, compensatory approaches help students to accomplish learning outcomes, even though they cannot learn or demonstrate specific skills within those outcomes. For example, for students who will never learn to decode sounds and words due to neurological dysfunctions, the compensatory use of audio or web-based instruction and (electronic) books can still help them to access information from text and become knowledgeable and literate. Both assistive supports and compensatory approaches are positive academic supports that typically are provided through IEPs.

While there is a sequential nature to the components within the PASS continuum, it is a strategic and fluid—not a lockstep—blueprint. That is, the supports and services are utilized based on students’ needs and the intensity of these needs. For example, if reliable and valid assessments indicate that a student needs immediate accommodations to be successful in the classroom, then there is no need to implement remediations or
modifications just to prove that they were not successful. In addition, there are times when students will receive different supports or services on the continuum simultaneously. For example, some students will need both modifications and assistive supports in order to be successful. Thus, the supports and services within the PASS are strategically applied to individual students. Moreover, while it is most advantageous to deliver needed supports and services within the general education classroom (i.e., the least restrictive environment), other instructional options could include co-teaching (e.g., by general and special education teachers in a general education classroom), pull-in services (e.g., by instructional support or special education teachers in a general education classroom), short-term pull-out services (e.g., by instructional support teachers focusing on specific academic skills and outcomes), or more intensive pull-out services (e.g., by instructional support or special education teachers). These staff and setting decisions are based on the intensity of students’ skill-specific needs, their response to previous instructional or intervention supports and services, and the level of instructional or intervention expertise needed. Ultimately, the goal of this Project ACHIEVE component, and the PASS model, is to provide students with early, intensive, and successful supports and services that are identified through the problem-solving process, and implemented with integrity and needed intensity.

5. The behavioral instruction and intervention (PBSS) component focuses on implementing a comprehensive positive behavioral support system within a school. Using Project ACHIEVE’s evidence-based PBSS, this whole-school approach involves helping (a) students learn, master, and apply interpersonal, social problem-solving, conflict prevention and resolution, and emotional coping skills and interactions; (b) staff to create positive, safe, supportive, and consistent classroom climates and school settings that hold students accountable for their behavior; (c) schools to implement the strategic and intensive behavioral instruction or intervention needed to address students with nonresponsive, resistant, challenging, or extreme behavior; and (d) communities to reinforce these goals in home and other community settings. Like the academic instruction and intervention (PASS) component, this component and the PBSS are dependent on and implemented primarily in the Instructional Environment. Moreover, when students do not respond to effective social, emotional, and behavioral instruction, the data-based, functional assessment, problem-solving process is used at the student, classroom, grade, and building levels (the latter two through the early intervention School Prevention, Review, and Intervention Teams [SPRINT]; see Chapter 3) to determine why the situation is occurring and what instructional and/or intervention approaches are needed.

Ultimately, the primary goals of the PBSS are students who are socially competent and skilled in self-management; staff who can competently,
confidently, and independently teach social skills and implement effective classroom-management strategies; and schools that can respond to students’ strategic and intensive social, emotional, and behavioral needs. Thus, the self-management in Positive Behavioral Self-Management occurs at three levels: student, staff, and school. The evidence-based PBSS blueprint is described more extensively later in this chapter.

6. The parent and community training, support, and outreach component focuses on increasing the involvement of all parents but especially the involvement of parents of at-risk, underachieving, and chronically non-performing students (Raffaele & Knoff, 1999). Unfortunately, parents in these latter three groups tend to be less involved in and supportive of the school and schooling process, and thus, parent involvement often discriminates achieving from underachieving students (Christenson, Rounds, & Franklin, 1992; Dunst, Trivette, & Johanson, 1994). Relative to the community, many schools do not use, and often are unaware of, the expertise and resources available to them. In addition, there are times when community agencies (e.g., afterschool programs) are providing services that schools could use to reinforce or extend their instructional, intervention, or other support activities. Finally, for students with significant, 24/7 academic or behavioral and mental health challenges, the need to coordinate and integrate school and community-based professionals and their services, supports, strategies, or programs is essential to the integrity of these approaches and the success of the students.

Among the parent and community activities that effective schools could demonstrate in this component are

- conducting needs assessments to look at the current and desired status of parent involvement and home-school-community collaboration and then designing and executing plans that meet identified needs;
- organizing building staff around collaboration and community outreach and establishing a school-level committee to specifically focus on more formal initiatives;
- creating parent drop-in centers to help parents see the school as a community resource for information and lifelong learning, increase their positive relationships and comfort levels with school staff, and encourage their participation in school activities;
- training parent mentors who can share information with other parents about the school’s academic and social, emotional, and behavioral programs, and teach them how to support their children and adolescents at home relative to study skills, homework, academic proficiency, and social-behavioral success;
- completing community resource surveys resulting in resource directories that identify important organizations, agencies, and professional
programs, and important professionals with their specific skills and areas of educational, health and mental health, and related expertise; and

- reaching out to these community resources, formally and informally, to establish the communication, collaboration, and coordination that is especially needed relative to integrating services for at-risk, underachieving, and challenging students.

7. The data management, evaluation, and accountability component focuses on actively evaluating, formatively and summatively, the status and progress of students’ academic and behavioral mastery of information and skills as well as the processes and activities that support the other instructional, staff, and service components (see above) of an effective school. Part of this process involves collecting formative and summative data to validate the impact of a school’s strategic planning and school improvement efforts; its professional development and capacity-building efforts; its selection, preparation, and implementation of academic and behavioral curricula and instruction; and its problem-solving, consultation, and multi-tiered RTI² services and supports for students not making appropriate academic or behavioral progress.

Another part of this process involves evaluating the interpersonal and interprofessional success of a school’s shared leadership and committee and team processes as well as the contributions of administrative, related services, and instructional support personnel to system, staff, and student success. Relative to interpersonal and interprofessional relationships, evaluations should consider staff to staff, staff to parent and community, staff to student, and student to student interactions. All of these interactions collectively contribute to the climate and functioning of a school.

Summary. Beyond the research that correlates students’ social, emotional, and behavioral status with their academic achievement, the interdependent relationship between classroom behavior and academic success is demonstrated through two essential questions. “Are there students in our classrooms who behaviorally act out or emotionally ‘check out’ because of academic frustration?” and “Are there students in our classrooms who do not academically succeed (or succeed as well as they might) because of social, emotional, or behavioral skill or motivational issues?” Knowing that the answers to these two questions are “Yes,” this again reinforces the fact that curriculum, instruction, and academic achievement in any classroom is interdependent with discipline, behavior management, and student self-management. Moreover, the social, emotional, and behavioral factors are often prerequisite to the learning and achievement. Indeed, if students cannot sit in their seats, academic engagement decreases. If they cannot work independently, academic mastery may be reduced. If they
cannot work, socially and behaviorally, in cooperative learning situations, their ability to apply and synthesize information may be hindered.

As an essential component of an effective school, a schoolwide PBSS is critical to students’ academic and social, emotional, and behavioral learning, mastery, and proficiency. As the primary focus of this book, the six components of a scientifically based PBSS are described.

THE UNDERLYING SCIENCE AND SIX COMPONENTS OF THE EVIDENCE-BASED PBSS BLUEPRINT

Many states, districts, and schools have been implementing schoolwide PBSS using a number of available models for well over 15 years (e.g., Positive Behavioral Intervention Systems, Project ACHIEVE, Safe and Civil Schools, Fred Jones, William Glasser). In most cases, these models have adopted three-tiered RTI approaches that focus on prevention, strategic intervention, and intensive need/crisis management services. Project ACHIEVE’s PBSS (Knoff, 2009a) provides an evidence-based blueprint comprised of six functional components that organizes the behavioral side of the effective school and schooling process (see, again, Figure 1.1). Similar to the PASS, the PBSS is a continuum that begins with positive and effective classroom management and continues with social, emotional, and/or behavioral instructional or intervention services, supports, strategies, and programs that occur at different levels of intensity depending on student need. Before describing the six PBSS components, it is critical to emphasize that they exist within the context of ten scientific principles of behavior that directly relate to the ultimate goal of a PBSS—students’ social, emotional, and behavioral competency and self-management. The ten scientific principles (Knoff, 2009b) are as follows:

1. We need to teach the social, emotional, and behavioral skills and the classroom and building routines that we expect students to demonstrate.

To accomplish this, students need to learn how to maintain physiological and cognitive self-control—that is, control over their physical/biochemical levels of emotionality and their thoughts, beliefs, attitudes, expectations, and attributions. Concurrently, students need to learn the steps or “scripts” required to demonstrate specific skills and the associated behaviors such that the skills are exhibited. This instruction is most successful when specific skills are explicitly taught and modeled by the teacher, behaviorally practiced (through role-play) by students along with explicit teacher feedback, and transferred (or applied) and infused into real-life situations.
2. When teaching social, emotional, and behavioral skills, we need to recognize that social and behavioral skills often occur under conditions of emotionality, and that students need to be taught emotional control skills.

Our definition of skill mastery is that “skills are mastered when a student can independently demonstrate these skills even under conditions of emotionality.” Students learn how to respond successfully to emotional conditions when they are taught how to control their emotions—physiologically, cognitively, and affectively—and when the instruction includes simulations of these conditions, under supervision, so that students can successfully practice controlling their emotions and demonstrating appropriate behavior. Over time, this emotional control and coping instruction and the positive practice repetitions increase the probability that students will successfully use and demonstrate their skills when real emotional situations occur.

3. Many social, emotional, and behavioral skills are never fully mastered during childhood or adolescence, although the expectations for these skills increase over time. Thus, skill instruction must be ongoing and include instruction that teaches students to independently transfer the training across people, settings, situations, and conditions.

While students’ potential for mastery and self-management increases developmentally and maturationally over time, skill instruction must be ongoing and continual. Relative to instruction, we need to continually give students guided learning opportunities to practice and apply their social, emotional, and behavioral skills with different people, in different settings and situations, and under varying conditions. These transfer of training opportunities, once again, increase the probability that students will more independently use and apply these skills successfully in actual situations.

4. For preschool through early elementary school students, mastered skills still need to be explicitly and externally prompted in order to be demonstrated. Middle elementary school students and beyond can self-prompt and independently demonstrate most mastered skills, but they still may need explicit and external prompts when under conditions of emotionality.

When preschool through early elementary school students have mastered specific social, emotional, and behavioral skills, adults still typically need to prompt or cue these skills before they will occur. That is, while the students have mastered these skills, they are not yet able to self-manage them. This is like having a software program already downloaded onto a
computer but still needing to physically mouse-click it to activate it. Thus, after an adult prompt, these students demonstrate their skill mastery by responding to the social, emotional, or behavioral prompt within a reasonable amount of time and for longer and longer periods of time without the need for additional prompting.

When middle elementary school students (and beyond) have mastered specific social, emotional, and behavioral skills, they more independently recognize social, situational, or setting-specific cues; they self-prompt, guide, and demonstrate specific, needed skills; and they monitor, evaluate, and reinforce themselves for appropriate behavior or successful results. This is like having a virus protection program running continually on a computer so that when a virus tries to attack, the software automatically responds and disarms the threat.

Under conditions of emotionality, however, older elementary through middle school students (and beyond) still may need an adult to prompt a previously learned skill. This is because students at these age levels have not mastered emotional control skills at a level of automaticity and still need external support in these self-management areas.

5. Even when social, emotional, or behavioral skills have been mastered, students still need to be motivated to use these skills, and they need to be held accountable for their behavior. Ultimately, self-accountability is the highest level of social competency and self-management.

Students need to be motivated to learn new skills and, thereafter, to demonstrate these skills after mastering them. Some students need to be motivated to replace inappropriate with appropriate behavior. The foundations to motivation are incentives and consequences. Incentives are positive or reinforcing responses or experiences (e.g., positive statements or feedback, points or rewards, extra time or fun activities) that students value, want, or enjoy. Consequences are negative or aversive responses or experiences (e.g., negative feedback or calls home, the loss of points or opportunities to earn rewards, loss of free time or community service) that students do not want or enjoy and that they try to avoid. Incentives and consequences can be tangible, time or activity oriented, or provided (or lost) in a form (e.g., points or chips) that can be exchanged for something else. They can be (a) delivered verbally, nonverbally, or socially; (b) provided immediately or through different reinforcement schedules; or (c) given on an individual or group basis. They also can be extrinsic—coming from another person or from the environment—or intrinsic—coming from the student him- or herself.

When students have not learned and mastered specific skills, they are said to have a skill deficit in that area. The only intervention for skill deficit students is instruction. The question is, “Where, when, how, how often,
at what level of intensity, and who will do the needed skill instruction with
the student(s)?” Students who have mastered specific skills, but choose
not to demonstrate them, are called performance deficit students. While
the specific reasons for their refusal should be determined through a func-
tional assessment process, any intervention for these students must
include one or more motivational and/or accountability strategies.

Incentives best motivate performance deficit students to decrease and
eliminate their inappropriate behavior and to establish or increase their
appropriate behavior. At the same time, some performance deficit students
are motivated to change their behavior only due to the consequences that
may occur or that they have experienced in the past and want to avoid in
the future. When used and effective, consequences do two things: they
communicate that the student has behaved inappropriately, and they
motivate the student to discontinue future inappropriate behavior and
replace it with appropriate behavior. However, consequences do not
change behavior by themselves; they create the conditions for change.

When the change process is working, performance deficit students
recognize and acknowledge their inappropriate behavior and accept the
resulting consequences. However, performance deficit students must also
be held accountable for correcting their inappropriate behavior (e.g., by
apologizing, cleaning or repairing an affected area, or completing commu-
nity service activities), and they still must practice or demonstrate the
expected, appropriate behavior—even if after the fact. Thus, performance
deficit students are held accountable for both their inappropriate behavior
and their choice to not behave appropriately.

6. Social, emotional, and behavioral skills need to be taught,
learned, and mastered first in order for incentives and
consequences to motivate future appropriate and independent
behavior.

Clearly, if students have never learned and mastered a skill, no amount
of motivation (i.e., incentives or consequences) is going to teach it to them.
While motivation may enhance a student’s desire to learn, effective
instruction is the only thing that facilitates learning.

By way of analogy, if a student has not mastered the academic skills
evaluated on a series of exams, the failing grades (the consequence for not
learning) will not teach the student those skills. Similarly, if a student does
not have the emotional skill of controlling his or her anger in class, disciplin-
ary referrals to the office (again, the consequence) will not change this
behavior. In fact, the only way to change this situation is to teach the student
how to maintain emotional self-control or how to demonstrate specific con-

cflict prevention or resolution skills when he or she is beginning to get angry.

When students are offered rewards for demonstrating skills or behav-
ors that they cannot do, an emotional and/or behavioral response typically
Integrating a Schoolwide Positive Behavioral Support System (PBSS) results. Emotionally, the students may attempt to demonstrate the skill, fail, and become frustrated because they realize there is no hope for success. Behaviorally, the students may not attempt the skill for the same reason. Both scenarios may result in student distrust, anger, or withdrawal from with the person who offered a reward that was unattainable.

7. Incentives and consequences must be meaningful to the students, and they need to be strong enough to motivate students even when competing incentives and consequences are present. An effective accountability system in a school or classroom has both incentives and consequences available, as some students are motivated to receive incentives and others are motivated to avoid consequences.

When developing schoolwide student accountability systems, the expected behaviors should be clear and behaviorally described. In addition, the system should specify the incentives for appropriate behavior and progressive levels of consequences or responses to match different intensity levels of inappropriate behavior. While they may differ due to students’ developmental and maturational differences, incentives and consequences must be meaningful to students and powerful enough to motivate appropriate behavior. If the incentives and consequences in a schoolwide accountability system are meaningful to the staff but not the students, the motivational system will fail.

In addition, we need to recognize that there are competing incentives and consequences in students’ lives. For example, at times, there is a “triangulation” among an individual student, his or her teacher, and his or her peers. Thus, in the face of negative peer pressure, a student may not comply with a teacher, because compliance will result in later peer taunting, bullying, or rejection. When competing against each other, unless a teacher’s motivational system is stronger than that of the peers, a student is likely to respond to the peers and not to the teacher.

Finally, we need to understand that incentives and consequences are contextual. Once again, effective incentives and consequences simply increase the probability that students will make good choices or demonstrate the appropriate social, emotional, or behavioral skills that they have learned. There are few 100% guarantees.

8. The intensity of a consequence should match the intensity of the offense. In addition, the most meaningful and powerful consequences are matched to each student and situation. The goal is to use the mildest consequence needed to motivate the quickest, largest, and most lasting change of student behavior.

When using consequences across different students, teachers need to know their students well enough so that they choose the consequence that
has the most meaning and potential impact on each student. Relative to impact, the consequence that motivates the quickest, largest, and longest lasting change toward appropriate behavior should be chosen, recognizing that some students will receive different consequences even for the same inappropriate behavior.

In general, the mildest consequence needed to motivate a change of behavior should be used. If a major consequence is used to respond to a minor offense, then students may become angry at the inequity, refuse to accept responsibility and change their future behavior. They also may become accustomed to the more extreme consequence, requiring the same intensity in order to respond in the future. Thus, a school’s accountability system should have a continuum of consequences and responses that are matched to different intensities of inappropriate behavior, from annoying to disruptive to antisocial to dangerous. As noted earlier, students will need to understand that while consequences are chosen to match the intensity of the offense, different students may receive different consequences at times.

9. If consequences are used, students must be held accountable for both their inappropriate and their (absent) appropriate behavior once they are finished. Thus, they need to correct or make amends for their inappropriate behavior and practice or demonstrate the absent or expected appropriate behavior. When consequences are needed, this combination of consequences, restitution, and positive practice is the formula that holds students accountable and responsible for appropriate behavior.

For performance deficit students especially, accountability must accompany motivation. That is, students who demonstrate inappropriate behavior still must demonstrate the appropriate behavior, even if after the fact. Our mantra here is, “If you consequate, you must educate.” Thus, if students demonstrate an inappropriate behavior, there should be a consequence. As noted earlier, after the consequence is over, students should correct or remediate their inappropriate behavior (e.g., by apologizing, cleaning or repairing an affected area, or completing community service activities). They also need to return to the setting where the offense originally occurred and practice or demonstrate the appropriate behavior at least three times.

Naturally, the positive practice requirement should be done at times that are convenient for the teacher and others involved, but it should involve—as much as possible—the individuals (especially the adults) who were present for the original offense. Even if somewhat artificial, the goal here is to hold students accountable for appropriate behavior in specific settings with the people who typically are present in those settings. The positive practice also increases the probability that students will
demonstrate appropriate behavior in the future because (a) they are motivated to avoid the positive practice requirement, and/or (b) the practice has taught or strengthened the appropriate behavior or choice.

10. Consistency, along with skill instruction, motivation, and accountability, are necessary, interdependent scientific components of student competency and self-management. While largely a process, consistency must be embedded within all of the other scientific principles and practices above.

Consistency, when setting social, emotional, and behavioral expectations, teaching competency and self-management skills, motivating and responding to students’ use of these skills, and holding them accountable when inappropriate behavior occurs is essential to PBSS student, staff, and school outcomes (see Figure 1.3). Inconsistency weakens the instructional and motivational process, and it undermines adults’ ability to hold students accountable. This often results in students who have not learned and mastered needed social, emotional, and behavioral skills and students who choose to demonstrate (continued) inappropriate behavior. Consistency is needed on an individual student level as well as across students, staff, settings, circumstances, and situations.

Figure 1.3 Consistency Across the Scientific Components of the Positive Behavioral Support System

Source: Project ACHIEVE Press. Dr. Howie Knoff (author).
Relative to student competency and self-management, these scientific principles emphasize the importance of teaching, prompting, positively reinforcing, and helping students to internalize appropriate social, emotional, and behavioral skills. Relative to inappropriate behavior, these principles emphasize the importance of communicating and differentially responding to the intensity or severity of the behavior; holding students accountable for both inappropriate and expected, appropriate behavior; and taking actions that decrease or eliminate future inappropriate behavior and increase future appropriate behavior. Thus, when inappropriate behavior occurs, the goal is to positively change students’ future behavior, not simply to punish or deliver consequences. As noted, these scientific principles are embedded in the seven goals and the six components of the PBSS process.

The Primary Goals of a Schoolwide PBSS Process. While the ultimate goal of a PBSS is student social, emotional, and behavioral competency and self-management, there are a number of complementary student, staff, and school goals.

**Student Goals:**
Student social, emotional, and behavioral competency and self-management as demonstrated by

- High levels of effective interpersonal, social problem-solving, conflict prevention and resolution, and emotional coping skills and behaviors by all students;
- High levels of critical thinking, reasoning, and social-emotional application skills and behaviors by all students; and
- High levels of academic engagement and academic achievement for all students.

**Staff Goals:**

- High levels of effective instruction and classroom management across all teachers and instructional support staff.
- High levels of teacher knowledge, skill, and confidence relative to analyzing why students are academically and behaviorally under-achieving, unresponsive, or unsuccessful, and to implementing strategic or intensive academic or behavioral instruction or intervention to address their needs.

**School Goals:**

- High levels of the consultative resources and capacity needed to provide functional assessment leading to strategic and intensive instructional and intervention services, supports, strategies, and
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programs to academically and behaviorally underachieving, unresponsive, or unsuccessful students.

- High levels of parent and community outreach and involvement in areas and activities that support students’ academic and social, emotional, and behavioral learning, mastery, and proficiency.
- High levels of positive school and classroom climate and low levels of school and classroom discipline problems that disrupt the classroom and/or require office discipline referrals, school suspensions or expulsions, or placements in alternative schools or settings.
- High levels of student success that result in high school graduation and postsecondary school success.

The Six PBSS Components. In order to accomplish these goals, Project ACHIEVE’s evidence-based PBSS blueprint is described and used to organize the remainder of this book. The six components involve (a) social skills instruction for all students; (b) buildingwide motivation and accountability processes; (c) staff and administrative consistency; (d) special situation processes that focus on student behavior in the common areas of a school and teasing, taunting, bullying, harassment, hazing, and physical aggression; (e) school-based crisis intervention and responses strategies; and (f) community and parent outreach activities (see Figure 1.4).

Source: Project ACHIEVE Press. Dr. Howie Knoff (author).
Teaching Social Skills. The ultimate goal of a social skills program is to teach the interpersonal, social problem-solving, conflict prevention and resolution, and emotional coping skills that students need to become competent in these areas of their lives. In school and classroom settings, students with good social skills get along with teachers and peers, pay attention and cooperate with others, and demonstrate effective academic and social engagement and interactions. From a teaching perspective, social skills instruction involves the same steps as academic instruction. That is, students are taught the steps and behaviors that help them to prepare for and then behave in prosocial ways. Included in the teaching process are transfer of training activities and simulations to help students learn how to demonstrate their skills under conditions of emotionality.

For students who do not demonstrate appropriate social skill behavior after effective instruction, the data-based, functional assessment, problem-solving process is needed to determine why that is occurring. Some of these students, for example, might need more intensive or smaller group social skills instruction. Others might need more assistance in how to transfer their social skills training to actual situations. Still others might need more strategic or intensive emotional or self-control training to teach them how to demonstrate their social skills under these conditions. This information is discussed further in Chapter 5.

Accountability. Even when students have mastered their social skills, they still need to be motivated to use them. Indeed, when the peer group (that says, “be cool”) competes against teachers and other educators (who say, “focus on school”), the importance of schoolwide accountability approaches is apparent. School accountability processes consist of meaningful incentives and consequences that motivate students to use their prosocial skills. These processes are important because (a) students with good social skills still need to be motivated to use their skills, (b) some (performance deficit) students lack this motivation, and (c) some students respond in situation-specific ways—making good choices when alone with adults but inappropriate choices when pressured by peers.

One way to establish a schoolwide behavioral accountability system is to develop a “Behavioral Matrix” (Knoff, 2007d). Created predominantly by staff and students, this matrix explicitly identifies, for all grade levels, behavioral expectations in the classroom and in other common areas of the school (connected with positive responses, incentives, and rewards) and different intensities or levels of inappropriate student behavior (connected with corrective responses, consequences, and interventions as needed). Relative to the latter, Intensity I behaviors involve annoying behaviors that teachers handle with corrective prompts; Intensity II behaviors involve more challenging, disruptive behaviors that teachers handle with prompts plus classroom-based consequences;
Integrity III behaviors are more serious persistent or antisocial behaviors that usually involve office discipline referrals followed by strategic intervention; and Integrity IV behaviors are the most serious code of conduct problems that generally involve office-based consequences, school suspensions, and then, intensive interventions.

Because the behaviors at each intensity level are agreed upon by staff and taught and communicated to students, their behavior is evaluated against a set of explicit behavioral standards. Moreover, when staff responses to both appropriate and inappropriate student behavior are consistent and predictable, students know how staff will respond in different situations and that they will be held accountable for their behavior. All of this facilitates a climate that reinforces student responsibility and self-management. This information is discussed further in Chapter 4.

When students do not respond to the skill instruction and behavioral accountability system over time or to a significant degree, or when they engage in persistent or significant Integrity III or IV behaviors, the need for functional assessment and strategic intervention becomes more apparent. This information is discussed further in Chapters 8 and 9.

**Consistency.** While social skills instruction and schoolwide accountability processes are necessary, a focus on consistency still is needed for student self-management and positive behavioral support success. Critically, consistency is more of a process than something that teachers explicitly teach (as in skills) or provide (as in incentives and consequences). Thus, the PBSS addresses skill consistency by evaluating the integrity of the social skills program’s implementation in the classrooms and across the school; accountability consistency through the development and continuous monitoring of the Behavioral Matrix; and staff consistency by establishing staff processes that encourage positive staff communication, commitment, trust, collaboration, and celebration.

Consistency, however, also necessarily involves the students, who need to contribute to and sustain a prosocial atmosphere of prevention and communicate a no-tolerance attitude for inappropriate peer behavior. Thus, the PBSS helps schools create conscious and explicit values, expectations, norms, procedures, and interactions that prevent or respond to such behaviors as teasing, taunting, bullying, harassment, hazing, and aggression. This is best done by involving different student clubs and organizations, along with a school-level social marketing approach geared toward positive student and staff interactions.

**Special Situations.** Two types of special situations are incorporated into the PBSS to prevent or respond to situations and circumstances that most often occur at the peer group and school levels: setting-specific situations that occur in the common areas of the school (i.e., the hallways, bathrooms,
School Discipline, Classroom Management, and Student Self-Management

buses, playground, cafeteria, or gathering areas) and student-specific situations that include teasing, taunting, bullying, harassment, hazing, and physical aggression incidents (often involving antagonists, victims, and active or passive peer bystanders). In order to develop strategic interventions for these situations, the school discipline committee (see Chapter 3) is taught to functionally analyze the ecology and dynamics of these special situations using the following domains: (a) student characteristics, issues, and factors; (b) teacher/staff characteristics, issues, and factors; (c) environmental characteristics, issues, and factors such as the physical plant and logistics within the specific setting; (d) incentives and consequences; and (e) resources and resource utilization (see Chapter 6). For student-specific special situations, analyses of peer group characteristics, issues, and factors are added. This is needed because many teasing through physical aggression incidents occur in the common areas of a school, and they are often influenced, explicitly or implicitly, by peer bystanders (Bosworth, Espelage, & Simon, 1999; Pellegrini, Bartini, & Brooks, 1999; Rigby, 2000; see Chapter 7). Once again, the results of these ecological, data-based assessments are linked to specific interventions to maximize problem solutions and resolutions.

**Crisis Intervention and Response.** This area involves an initial needs assessment of a school staff’s ability to implement procedures to stop and stabilize situations during a crisis and then to address the security and social, emotional, and behavioral needs of students, staff, parents, and others after and in response to the crisis (Dwyer & Osher, 2000; Dwyer, Osher, & Warger, 1998). In the former area, schools and staff need to be prepared to address or de-escalate a wide variety of potential crisis situations as they are occurring (e.g., extreme weather conditions, racial harassment, gang fights, a faculty member’s death, a hostage event). In the latter area, crisis response supports and strategies are needed to address procedural, wellness, and mental health needs in the aftermath of the crisis (i.e., one hour, six hours, 24 hours, three days, one week, and one month after the event). These supports and services include the interventions needed by those directly and indirectly affected by the crisis so that they can reconcile and resolve their involvement, experiences, and reactions on social, emotional, or behavioral levels. They also include the preventative and strategic interventions needed, for example, when crisis anniversary dates or other situations trigger emotional memories or reactions. This information is discussed further in Chapter 6.

**Community and Parent Training and Outreach.** Finally, this component focuses on increasing the involvement of community partners and the school’s parents, as relevant, in all of the areas described above. Specific to community involvement, schools need to identify and use the expertise
and resources available (e.g., from medical, social service, governmental, law enforcement, and other community agencies along with businesses, the faith community, and local or regional foundations) to reinforce and support their discipline, behavior management, and school safety programs. In a more direct way, parents especially need to be involved in the development and implementation of their school’s social skills program, its schoolwide accountability system, and the special situation components within its PBSS initiative. In this way, parents and school staff can collectively give students explicit and consistent messages to reinforce their social and behavioral responsibilities and the fact that they will be held accountable for both appropriate and inappropriate behavior. Beyond this, school, community, and parent partnerships are critically important when behaviorally challenging students exist. Here, parent involvement is essential to the development and implementation of a coordinated treatment or intervention program, while community resources are often integral to the depth, breadth, and success of the identified program.

THE THREE TIERS WITHIN THE PBSS BLUEPRINT

When students do not respond to the preventative strategies within the six domains above, data-based functional assessments are conducted and linked to strategic social, emotional, or behavioral instruction or intervention approaches. These approaches are designed to address the underlying reasons for the problems and to prepare staff for effective and consistent implementation (Kerr & Nelson, 2010; Sprick & Garrison, 2008). These interventions may focus, for example, on the specific problems exhibited by a student (e.g., not completing homework, noncompliance, swearing, threatening others). Alternatively, they may focus on specific teacher behaviors, actions, or reactions that are triggering or inadvertently reinforcing inappropriate student behavior or are not prompting and reinforcing appropriate student behavior. More specifically, this may involve teachers who are not providing advanced organizers or appropriate behavioral feedback to one or more students, or teachers who are reinforcing inappropriate behavior through attention or inconsistent disciplinary practices.

To address the needs of non-responding, negatively responding, or inappropriately responding students, schools need staff members who have skills in behavioral observation, data collection and analysis, consultation, intervention, and evaluation. Relative to students with strategic and intensive needs, a multi-tiered instructional or intervention continuum that varies in intensity or needed specialization is outlined and described in Chapters 8 and 9 (see also Figures 1.5 through 1.7).
Figure 1.5  Prevention Services for All Students

Positive school and classroom climates
Effective classroom instruction
Effective instructional grouping
Effective classroom management
Student instruction in zones of success
Social skill instruction and use
Well-designed and implemented accountability systems
Consistency
Student modifications & accommodations
Early intervention

Source: Project ACHIEVE Press. Dr. Howie Knoff (author).

Figure 1.6  Tier 2: Strategic Intervention Services for Some Students

Peer/adult mentoring programs
Peer/adult mediation programs

Strategic Skill Instruction
Small group social skills/socialization training
Anger-/emotion-/self-control training
Attention-control training

Strategic Behavioral Interventions
(behavioral Matrix Intensity II and III) [response cost, positive practice/restitutional overcorrection, group contingencies, cognitive-behavioral strategies, etc.]

Strategic Special Situation Interventions
Self-concept, divorce, loss, teasing/bullying, PTSD groups/interventions

Source: Project ACHIEVE Press. Dr. Howie Knoff (author).
SUMMARY

This chapter provides a practical and research-based rationale for the schoolwide implementation of PBSS. It demonstrates the importance of embedding PBSS into the effective schools process and describes the scientific principles, the goals, and the six evidence-based components of the PBSS. The chapter concludes with a brief outline of the multi-tiered RTI² continuum to address the strategic and intensive needs of at-risk, under-achieving, unresponsive, or unsuccessful students. Throughout this chapter, the ultimate goal of a PBSS is emphasized—for all students to consistently learn, master, and apply the skills needed for social, emotional, and behavioral competency and self-management in school (and other) settings. The remainder of this book addresses how to plan and implement the six PBSS components and what to do when students do not respond or respond in inappropriate or even extreme ways.

Source: Project ACHIEVE Press. Dr. Howie Knoff (author).