

CHAPTER 10: REFERENCES AND RESOURCES

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Online Resources

Missouri Schoolwide Positive Behavior Support

- <http://pbissmissouri.org>

National Center for Positive Behavior Support

- <http://www.pbis.org/>

Association for Positive Behavior Support

- <http://apbs.org>

St. Louis Special School District PBIS Compendium

- <http://pbiscompendium.ssd.k12.mo.us/>

SW-PBS RESOURCES BY PBIS PARTNERS

University of Oregon Education and Community Supports

- <http://www.uoecs.org>

Institute for the Development of Educational Achievement

- <http://idea.uoregon.edu>

Arizona Behavior Initiative

- <http://www.pbisaz.org/>

Florida's Positive Behavior Support Project

- <http://flpbs.fmhi.usf.edu/>

Illinois Positive Behavior Support Project

- www.pbisillinois.org

Maryland's PBIS website

- <http://www.pbismaryland.org>

New Hampshire Center for Effective Behavioral Interventions & Supports

- <http://www.nhcebis.seresc.net/>

Colorado PBS

- <http://www.cde.state.co.us/pbs/>

Connecticut Positive Behavior Support

- <http://pbs.ctserc.com/>

Delaware Positive Behavior Support Project

- <http://www.delawarepbs.org/>

Georgia Department of Education Positive Behavior Support

- http://public.doe.k12.ga.us/ci_exceptional.aspx?PageReq=CIEXCPBS

Institute for Positive Behavior Support

- <http://www.kipbs.org>

North Carolina

- <http://www.ncpublicschools.org/positivebehavior/>

OTHER ONLINE RESOURCES

Online library of Missouri Guidance Curriculum based at Central Missouri University

- <http://resources.mcce.org/>

National Implementation Research Network

- <http://www.fpg.unc.edu/~nirn/>

Office of Special Education and Rehabilitation Services

- <http://www.ed.gov/about/offices/list/osep/index.html>

Missouri Department of Elementary and Secondary Education

- <http://dese.mo.gov/>

Institute of Educational Sciences (IES)

- <http://www.ed.gov/about/offices/list/ies/index.html>

RTI Action Network

- <http://www.rtinetwork.org/>

National Center on Response to Intervention

- <http://www.rti4success.org/>

Michigan's Integrated Behavior and Learning Support Initiative

- <http://www.cenmi.org/miblsi/Home.aspx>

National Center for Culturally Responsive Educational Systems

- <http://www.nccrest.org/index.html>

Center for Evidence-Based Practice: Young Children with Challenging Behavior

- www.challengingbehavior.org

University of Louisville:

- https://mail.umsystem.edu/owa/redir.aspx?C=1M5BEEuzJkGnitIG8bfPlWuiDtnN588I_2B9bl1dpGMjk0RymUWOLj9ckQA5k-oAyzcuIEHlC8o.&URL=http%3a%2f%2flouisville.edu%2feducation%2fabri%2ftraining.html

Glossary of Terms

A

Acquisition: First phase of learning. When a student can perform a newly learned behavior.

Aggregate: To collect and summarize all data together, undifferentiated by subgroups.

Antecedent: Events that happen immediately before and trigger a behavior

Applied Behavior Analysis (ABA): The design, implementation, and evaluation of environmental modifications to produce socially significant improvement in behavior.

Active Supervision: Strategy for monitoring a large area (i.e., classroom, hallway, playground) that involves scanning, moving, and interacting.

Antecedent: Conditions or circumstances that alter the probability of a behavior occurring.

Always Applicable: Defining schoolwide and classroom rules that can be used every day.

Aversive Stimulus: A (negative) stimulus or event that can increase (when it is an antecedent) or decrease (when a consequence) a behavior.

B

Baseline Data: The current level of functioning that is compared to the phase immediately following an intervention.

Behavior: Any observable and measurable act of an individual.

Behaviors/Rules: Specific tasks students are to do to achieve the schoolwide expectations.

Behavior Intervention Plan (BIP): A written description that defines how an educational setting will be changed to improve the behavioral success of the student.

Big 5 Data Report: An office discipline report that charts frequencies of office discipline referrals by incident, behavior, location, time of day, and students.

Big 5 Generator: A MO SW-PBS developed electronic data management system that collects and charts office discipline referral frequencies by incident, behavior, location and time of day.

C

Chronic Behaviors: Persistent behaviors that are repeated or reoccurring over a period of time; the behavior has persisted for a while.

Coaching: Job embedded professional learning provided to support implementation of new skills and practices, frequently involves modeling, observing and providing feedback.

Common Formative Assessments: Assessments developed collaboratively by teams of teachers that are given to students across the grade or content level, and are used to monitor student progress and inform midcourse correction.

Composition Metrics: This metric shows the percentage of total outcomes experienced by subgroup relative to the percentage of the total enrollment made up by that subgroup.

$$\frac{\text{Total Number of Outcomes by the Subgroup}}{\text{Total Number of Outcomes by all Students}} \quad \text{Compared to} \quad \frac{\text{Number of students enrolled in subgroup}}{\text{Number of Students Enrolled in School}}$$

Consequence: The resulting event or outcome that occurs immediately following the behavior. May increase, maintain or decrease the likelihood of future behavior.

D

Data: Information used to make decisions, including records of behavioral incidents, attendance, tardies, achievement, staff and student perceptions and others.

Data Based Decision Making: A systematic process for analysis of information that leads to action steps.

Data Collection Tool: A MO SW-PBS developed electronic data management system that collects and summarizes office discipline referral frequencies by incident, behavior, location, time of day, student, possible motivation, others involved, staff, race and ethnicity, and others.

Didactic Training: Also known as direct training, is training which includes content, rationale, demonstration, practice, and feedback components.

Discipline: Teacher actions that support acceptable behavior and reduce the need for further intervention.

Disaggregate: To separate and present data by subgroups.

Disproportionality: To treat categories inequitably, as when categories of students experience different disciplinary consequences for similar offenses.

Duration: A measurement of how long a behavior occurs

E

End of Year Reports (EOY): Reports available from MO SW-PBS that aggregates data from a variety of sources, to provide a complete assessment of the state of the school.

Engaged Time: The amount of instructional time where students are actively engaged in learning.

Environment: The physical, social, academic and emotional conditions that exist for the student. This can refer to the classroom environment, school environment, the home environment, etc.

Environmentally Mediated: Manipulation of the full set of stimulus conditions in an environment which controls a target behavior.

Expectations: 3-5 words that define the kind of people you want your students to be.

Externalizing Behaviors: Behavior problems that are observable and overt, often directed toward people and/or objects in the social environment.

Extinction: Withholding reinforcement for a previously reinforced behavior to reduce the occurrence of the behavior.

Evidence-based Practice: A process intended to link evidence with ethical and practical/application issues when making decisions about practices and interventions.

F

Fidelity: Delivery of the intervention in the way in which it was designed to be delivered.

Fluency: Second phase of learning. When a task/skill is performed without error or interruption in a change of behaviors.

Formative Data: Data used to monitor progress; used to make mid-course corrections during a cycle, lesson, unit, program, or intervention.

Frequency or rate (of behavior): The number of times a behavior occurs during a set period of time.

Function of Behavior: The need fulfilled through the performance of a specific behavior. The function of behavior can be categorized as behavior to obtain (attention, tangible item) or avoid (attention, task, stimulus).

Function-based: Refers to a consequence that increases the likelihood that a behavior will be performed.

Functional Behavior Assessment (FBA): A process for identifying the events that predict the occurrence and maintenance of a behavior.

G

General case (programming): The design of instruction for students to perform of a task with any member of a class of stimuli.

Generalization: Fourth phase of learning where behavior occurs under different conditions other than those taught (people, settings, etc.)

H

High Risk: Typically describes students who have excessive rates of problem behavior, or especially intense problem behaviors, and will likely require intensive, rather than targeted, intervention.

I

Individualized Education Plan (IEP): A document that details the goals and objectives for a student's yearly educational plan.

Input Data: Data to monitor or evaluate adult actions; fidelity of implementation data; cause data.

Instructional Time: The amount of the allocated time that actually results in teaching.

Intense Behavior: The force or magnitude of the behavior's impact on the classroom environment.

Intensive (Tertiary) Interventions: Interventions that provide support to students with the most severe risk factors and who display chronic/repetitive patterns of behavior.

Internalizing Behaviors: Behavior problems that the students directs inwardly toward him or herself.

In-vivo support: In-vivo or in a real life situation support can include the coach providing modeling, coaching and/or feedback while instruction is occurring during a teacher's classroom instruction.

J

Job Embedded Professional Development (JEPD): Professional development opportunities that occur in an authentic context (i.e., with students).

L

Lawful Behavior: Relationships between events that occur naturally that predict behavior and identify associated environmental antecedents and consequences.

Learning: A durable change in behavior associated with environmental conditions.

Levels of Learning: Hierarchies of learning in cognitive, affective, and psychomotor areas that classify possible learning outcomes in terms of increasingly abstract levels and include acquisition, fluency, maintenance, generalization, and adaptation.

M

Maintenance: The third phase of learning. The ability to perform a behavior over time.

Measureable: Defining schoolwide or classroom behaviors that could be counted.

Modeling: The demonstration of behavior. May be used to prompt or teach a behavior.

MO SW-PBS Data Based Decision Making (DBDM) Process: A decision making process that can guide teams in making data based decisions

MO SW-PBS Universal Tier 1 Checklist: A Checklist developed by MO SW-PBS, to assist teams in determining fidelity of implementation of tier 1 universal systems and practices, and to identify needs for action planning.

MO SW-PBS School Outcomes Data: Provides information on outcomes for students, especially for students with disabilities, or who are referred for additional academic or behavioral supports. Supplements data collected throughout the year, and is a critical source of information for the MO SW-PBS End of Year Reports that are provided to school. Submitted to moswpbs@missouri.edu in June of each school year.

Multi-User Survey: A survey which includes many respondents. Such surveys include the SAS and SSS.

N

Natural Reinforcement: Reinforcement that is the direct result of that behavior.

Negative Punishment: Removal of a stimulus immediately following a behavior that decreases the

likelihood of behavior occurring in the future.

Negative Reinforcement: Removal of a stimulus preceding a behavior that increases the likelihood of behavior occurring in the future.

Norms: Protocols and commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

O

Observable: Defining schoolwide and classroom rules that are behaviors that can be seen.

Observation: Formative or summative assessment of a teacher or student, can be formal or informal. Typically longer in duration than a walkthrough.

ODR (Office Discipline Referral): Usually the result of a “major” discipline violation, the ODR refers to the paperwork associated with sending a student to the office to receive a consequence as the result of problem behavior.

Operational Definition: A descriptive statement that specifically identifies commonly agreed upon behavior that is directly observable and measureable.

Opportunity Costs: Resources spent on one activity is not available for other activities.

Outcome Data: Data gathered to monitor or evaluate progress toward desired outcomes or goals; effect data.

P

Permanent Products: Items to be reviewed as evidence of meeting a goal. Permanent products can include writing samples, completed assignments, drawings, etc. When using permanent products as consideration for goal achievement, quality of the item should be considered.

Person Centered Planning: A team-based planning process for an individual’s future goals that focuses on strengths and abilities of the individual and his or her inclusion within community life.

PBIS APPS: A web based survey and data collection site operated by the University of Oregon’s Educational and Community Supports (ECS). Applications include The SWIS Suite, PBIS Assessments, PBIS Evaluation. <https://www.pbisapps.org/Pages/Default.aspx>

PBIS Assessments: An application within PBIS Apps that allows users to take a number of SW-PBS surveys.

Phases of Learning: Sequential stages in gaining skill mastery that include: a) acquisition, b) fluency, c) maintenance, and d) generalization.

Poor Response to Intervention: A review of data shows there is a gap between the trend line and the student’s goal line that continues to widen.

Positive Behavior Support (PBS): A broad range of systematic and individualized strategies to achieve important social and learning outcomes while preventing problem behavior among all students.

Positively Stated: Creating rules that tell students what to do to be successful.

Positive Reinforcement: Presentation of a stimulus immediately following a behavior that increases the likelihood of behavior occurring in the future.

Positive Response to Interventions: Data indicates the student is making progress toward his/her goal and will reach the goal within a reasonable amount of time.

Practices: Strategies and interventions schools put in place to support students.

Pre-correction: Reminders before entering a setting or performing a task to promote successful demonstration of expected behaviors.

Primary (Universal) Interventions: Preventative, universal supports implemented with all students that promote safety, positive school culture, and an effective learning environment at the whole school level.

Problem Behavior: Behavior which is inconsistent with the expectations for the environment. For example, yelling is a problem behavior in a library, but not necessarily on a playground. Some problem behavior can be undesirable across settings, such as hitting or hurting others.

Procedures: Methods or process for how things are done in non-classroom settings and in each classroom.

Prompt: A stimulus (reminder, hint, or cue) that increases the probability the correct response will be emitted.

Punishment: A stimulus that decreases the future rate or probability of the response.

Q

Questionable Response to Interventions: A review of data shows there is a gap between the trend line and the student's goal line that may not be widening but closure may not occur in an acceptable amount of time.

R

Read Only (PBIS Assessments): Refers to a level of access in a PBIS Assessments account. Individuals with read only access can log into PBIS Assessments, and pull reports for surveys associated with their organization.

Reinforcement: A stimulus that increases or maintains the future rate of probability of occurrence of a behavior.

Reliability: The degree of accuracy or consistency in measurement procedures.

Response to Intervention: "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005).

Risk Index: The probability that membership in a certain group will result in experiencing certain

$$\frac{\text{Number of students in subgroup with 1 or more target outcomes}}{\text{Number of subgroup enrolled}} = \text{Risk Index}$$

outcomes.

Risk Ratio: A measure of the likelihood of an outcome occurring for a target group relative to a comparison group. Calculated by dividing the risk index of the target group by the risk index of the comparison group. The risk ratio is considered to be a more stable metric for monitoring

$$\frac{\text{Risk Index of Target Group}}{\text{Risk Index of Comparison Group}} = \text{Risk Ratio}$$

disproportionality than is the risk index.

S

Self-Management: Having an individual monitor, record and/or report their own behavior.

Setting Events: Conditions or circumstances that alter the probability of a behavior occurring. Events that happen outside of the immediate routine that commonly make the problem behavior more likely.

Single User Survey: A survey for which only one response is entered into the survey site, such as the TFI, BoQ, and SET.

Social Reinforcement: Social behaviors (i.e., smiles, praise) that increase the frequency or rate of behavior occurrence.

Social Skills: Learned behaviors which can be verbal and non-verbal, requiring both initiations and responses (interactive), and are highly contextual. The five broad dimensions of social skills include: Peer Relations Skills, Self-Management Skills, Cooperation or Compliance Skills, Assertion Skills, and Academic Skills.

Social Validity: the acceptability or relevance of a program or procedures to its consumers.

Stability: The consistency of performance measured, sometimes referred to as overlap when performance is compared between research study phases.

Standardized: Following a specifically prescribed protocol, frequently a process or instrument that has been 'normed' on a specific population to be reliable to a specific degree when used as instructed.

Stimulus: An object or event that may occasion a response.

Summary Statement: The summary statement narrows down all the assessment information gathered into one or two succinct statements that allow the team to develop strategies based on the summary. A summary statement usually includes a) problem behavior, b) triggering antecedent, c) maintaining

consequences, and d) setting events.

Summative Data: Data that is collected and reviewed in order to evaluate the effects of the steps that were taken to determine whether the desired outcomes were achieved.

Sustainability: The process of maintaining fidelity, through inevitable changes, so a practice continues to be effective in the long term.

Systems: Strategies and interventions schools put in place to support adults in the school setting.

T

Target Behavior: The focus behavior to change.

Targeted (Secondary) Interventions: Interventions available for students who are at risk for severe problem behaviors, engaging in problem behavior beyond an acceptable level, and need more support than the primary (universal) interventions provided.

Targeted Interventions: Interventions available for students who are at risk for severe problem behaviors, engaging in problem behavior beyond an acceptable level, and need more support than the primary (universal) interventions provided.

Task Analysis: Breaking complex behavior into its component parts to teach individuals to perform complex behavior and sequences/chains of behaviors.

Teaching: Systematic manipulations of instructional and social variables that create a change in behavior.

Teacher Mediated: Teacher manipulation of stimuli to control a target behavior.

Team Member (PBIS Assessments): Refers to a level of access in a PBIS Assessments account. Individuals with Team Member access can log in, copy multi-user survey links to send to stakeholders, enter responses for single user surveys, and pull survey reports for their organization.

Three-tiered Model: A mental health approach to identify and address the needs of all student populations at three levels of interventions (primary, secondary and tertiary).

Time-out from Positive Reinforcement: A procedure that serves as a punishment by denying a student, for a fixed period of time, the opportunity to receive reinforcement.

Trend (in data): An indication of a distinctive direction in the performance of a behavior.

Triangulation: In social sciences, the process of checking results or conclusions from one data set against the results or conclusions from two or more other data sets.

U

Understandable: Defining schoolwide and classroom rules using student-friendly language.

Universal Interventions: Preventative, universal supports implemented with all students that promote safety, positive school culture, and an effective learning environment at the whole school level.

V

Validity: The extent to which an instrument or procedures demonstrates soundness. Internal validity is the extent to which the instrument or procedures assesses behavior in the domain of interest. External validity is the extent to which the outcomes of the FBA/FA predict future occurrences of behavior and result in support plans that work.

Variability: Visual description of data. The range of highest to lowest performance measured.

W

Walkthrough: Brief classroom observations that, when combined, provide a snapshot of the practices that are occurring in the classroom or school; may yield summative or formative data.

Wrap-around: A process for planning the delivery of services that is provided by agencies and professionals in collaboration with families for students with intensive/tertiary support needs.

MO SW-PBS Abbreviation/Acronym Glossary

Schoolwide Positive Behavior Support (SW-PBS) includes specialized vocabulary. Ensuring all stakeholders in your school community are communicating clearly is an important component of maintaining a common philosophy and purpose. Frequently used abbreviations and acronyms are included here for your reference. Your team may consider including this list in your staff handbook, or otherwise communicating the information to the members of your school community.

Abbreviation / Acronym	Meaning
A	Achieved – Used when reviewing status of action plan steps.
ABA	Applied Behavior Analysis
ABC	Antecedent -> Behavior -> Consequence
APBS	Association for Positive Behavior Support
BEP	Behavior Education Plan
BIP	Behavior Improvement Plan
BST	Behavior Support Team
BoQ	Benchmarks of Quality
CICO	Check-in/Check-out
DBDM	Data Based Decision Making
DESE	Department of Elementary and Secondary Education
EBS	Effective Behavioral Supports
EBS	Effective Behavior Support Survey (also known as the Self-Assessment Survey (SAS))
EEOC	Equal Employment Opportunity Commission
EOY	End of Year Report
F	Fully in place – Used when reviewing status of action plan steps.
FA	Functional Analysis
FACTS	Functional Assessment Checklist for Teachers
FBA	Functional-based Assessment
I	In progress – Used when reviewing status of action plan steps.
IEP	Individualized Education Program
IP	In place
ISS	In-School Suspension
JEPD	Job Embedded Professional Development
LGBTQ	Lesbian, Gay, Bisexual, Transgender, and Questioning
MAP	Missouri Assessment Program
MO SW-PBS	Missouri Schoolwide Positive Behavior Support

Abbreviation / Acronym	Meaning
MU	University of Missouri
N	Not achieved – Used when reviewing status of action plan steps.
ODR	Office Discipline Referral
OMPUA	Observable, Measureable, Positively Stated, Understandable, Always Applicable
OSEP	Office of Special Education Programs in the U.S. Department of Education
OSS	Out-of-School Suspension
OTR	Opportunities to Respond
PBIS	Positive Behavior Interventions and Supports
PD	Professional Development
RtI	Response to Intervention
SAS	Self-Assessment Survey (PBIS Assessments)
SDP	School Data Profile
SES	Socio-Economic Status
SET	Schoolwide Evaluation Tool (external observation tool in PBIS Apps)
SIP	School Improvement Plan
SPED	Special Education
SPP	State Performance Plan
Ss	Represents the word Students on Twitter chat
SSS	School Safety Survey (PBIS Apps)
SWIS	School Wide Information Systems (PBIS Apps)
SW-PBS	Schoolwide Positive Behavior Support
T1	Tier 1 (Universal Support)
T2	Tier 2 (Targeted Group Support)
T3	Tier 3 (Targeted Individual Support)
TFI	Tiered Fidelity Inventory
TIC	Team Implementation Checklist
Ts	Represents the word Teachers on Twitter chat
VP	Vice Principal