**PS340: Exceptional Needs Children**

**Unit 9 Discussion Board Lecture**

Welcome students! In Unit 9, you will delve into the three tiers of School-Wide Positive Behavior Support (SWPBS). The procedures and interventions that are offered in each ascending tier will be examined. You will learn how students are placed into the various tiers, and you will examine many of the evidence-based social skills programs that you can incorporate into a SWPBS program.

A SWPBS program is a proactive, positive strategy designed to promote acceptable behavior expectations for all students within the school and establish a safe school environment in which learning can take place. There are six core components of the SWPBS program that include:

1. A brief statement of purpose
2. Clear expectations of student behaviors
3. Procedures for teaching expected behaviors
4. A continuum of procedures for reinforcing expected behaviors using tangible and intangible incentives
5. A continuum of procedures for discouraging interfering behavior using appropriate consequences
6. Procedures for using data to assess the effectiveness of the program

Teachers, administrators, and support staff must be involved in the development and implementation of SWPBS in order for the program to be effective and sustainable. They must feel a sense of ownership of the innovation in the development and implementation of a SWPBS program for it to be successful. The shared vision should be described clearly in a mission statement that identifies the purpose of the program; explains the program’s vision, actions, and operations; and promotes the program as a common experience that defines the school’s culture.

School culture is a crucial component in the successful implementation of SWPBS. It is part of the mesosystem of the larger community and includes teachers, students, parents, and the community.

Teachers need to compare their current practices with the changing needs of the students on a continuous basis and constantly adjust, or regenerate, those practices. Without continuous regeneration, programs become stale, and stale programs are often cursorily acknowledged and half-heartedly implemented.

SWPBS has been envisioned as an approach providing multiple tiers of behavior support. Most SWPBS programs have three tiers: universal interventions (Tier 1), targeted interventions (Tier 2), and individualized interventions (Tier 3).

There are five steps to implementing **Tier 1:**

1. Develop five culturally-responsive classroom rules.
2. Develop positive reinforcement strategies aligned with the five rules.
3. Develop consequences for students who do not comply with school-wide rules and expectations.
4. Teach students the rules, positive reinforcements, and consequences.
5. Collect and use data from universal screening and continuous progress monitoring to make decisions regarding students’ progress.

At-risk students can be identified through office referrals, teacher nomination, continuous progress monitoring, and universal screening. Teachers should look at office referrals for patterns of student behaviors and examine the times and places the behaviors occur.

Teachers use their professional judgment to nominate students whose needs cannot be met through the use of universal classroom strategies to Tier 2. Teachers can use continuous progress monitoring to gather data on office referrals, time-outs, expulsions, absences, and tardies to determine whether behavior interventions are effective. Universal screening may be a useful strategy for confirming behavior difficulties for students with both externalizing and internalizing behaviors.

The targeted interventions at **Tier 2** include small-group instruction, teacher-mediated instruction, peer-mediated instruction, and self-management strategies. An effective RTI program should be integrated into SWPBS as part of Tier 2.

**The Behavior Education Program**, in Tier 2,provides frequent feedback on social behaviors and rewards students for demonstrating desired behavior. The elements of the program include (a) daily check-in; (b) feedback from classroom teachers throughout the day; (c) daily check-out; (d) data collection with progress monitoring; and (e) parent feedback.

A number of social skills training programs are available for teachers to use in their classrooms to help build students’ social competencies and these can also be used in the Behavior Education Program in Tier 2. Some of these evidence-based programs include Skillstreaming, which uses direct instruction of social skills, modeling, rehearsal, performance feedback, and generalization to teach social skills; Walker Social Skills Curricula, which includes curriculum for elementary school children (ACCEPTS) and a program for children in middle and high school (ACCESS); and the Stop & Think Social Skills Program, which uses five components of social skills training: direct instruction of social skills, modeling, rehearsal, performance feedback, and generalization. These are just a few of the evidence-based social skills training programs you will learn about in Unit 9.

**Tier 3** provides individualized interventions for students who have multi-faceted behavior and emotional difficulties. Supports at this level may include one-on-one instruction or counseling, intensive small-group interventions, and interventions provided by specialists.

Functional Behavior Assessment (FBA), Functional Behavior Analysis (FA), and behavior intervention plans (BIPs) should be used to help develop intensive supports for students receiving interventions and strategies at Tier 3.

Wraparound services are also offered at the Tier 3 level. These services are team-based interventions that provide necessary planning and implementation of care services for students with emotional and behavior difficulties and their families. Wraparound services focus on (a) reducing the problem behavior of the studentand improving the quality of life of the student and family; (b) continuous progress monitoring, which includes input from the student, family, and teachers; and (c) frequent meetings to develop intervention strategies based on the strength and perspectives of the student, family, and teacher.

Using the school as the entry point is a key factor in the success of wraparound services because children and adolescents spend significant portions of their lives in school, and because schools have well-trained staff, access to support services, and mandated service delivery procedures in place.

If students do not respond to Tier 3 interventions and support, special education services can be considered.

An effective SWPBS program has been associated with reducing behavior problems, allowing teachers more time to engage in academic instruction, and improving student–teacher relationships.

Thank you for viewing your Unit 9 lecture!