Effective Behavior Support:

A Descriptive Evaluation of Coast Mountains School District

By

Carla D. Gillis

B.Ed., University of British Columbia, 1986

RESEARCH PROJECT

SUBMITTED IN PARTIAL FULFILLMENT OF

THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

in

COUNSELLING

Carla D. Gillis

THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA

May 2002

Table of Contents

List of Tables

Introduction

Effective Behavior Support (EBS), which is grounded in systems theory, person-centered philosophy and behavior management strategies, is a relatively new approach to preventing and remediating problem behavior in school systems. It is comprised of effective processes and techniques which are well supported by empirical research in special education literature. This school/person-centered philosophy allows personnel who are implementing EBS to select the procedures and practices which may be most effective in addressing their given behavioral needs. The integrities of individual districts, individual schools, and the individuals within those schools are respected and personnel are encouraged to analyze each specific setting as its own microcosm.

Since its development at the University of Oregon in the 1980's, EBS has spread across the United States and into Canada. This initiative is gaining momentum as an increasing number of educators receive training and practical experience in EBS processes and techniques. It appears that these processes and techniques have significant potential for increasing schools' effectiveness and efficiency in dealing with problem behavior. There is a growing body of research which indicates schools which adopt EBS have fewer office referrals and more positive school climates (Mirenda, 2000).

Research completed recently in British Columbia has indicated that EBS is having positive effects in schools which adopt this approach (Mirenda, 2000; Siegel & Ladyman, 2000; Strelioff, 2000). EBS continues to spread through British Columbia, and school districts are increasingly looking at this approach as a possible answer to the behavior problems that are increasingly occurring in schools. This trend supports the need for descriptive surveys of the extent to which B.C. school districts have adopted EBS strategies. Of particular interest is the degree to which the Coast Mountains School District has implemented these strategies.

The Problem

This study examines the degree to which the Coast Mountains School District is implementing EBS features for promoting prosocial behavior and decreasing antisocial behavior. EBS practices are becoming increasingly recognized as effective and efficient means for improving the climate of schools in British Columbia (Mirenda, 2000). Coast Mountains School District's behavior management strengths and weaknesses are identified, and recommendations are provided for improving procedures and practices in this area.

The degree to which schools in the Coast Mountains School District are implementing EBS features is described. In addition to demographic details, information regarding the

implementation of behavior management processes and techniques in four school areas is outlined. Specifically these are: the school-wide system, the classroom system, the non-classroom system, and the individual student system. In addition to determining how many schools are implementing EBS, the following questions are addressed. Which EBS features are being successfully implemented and which are not yet addressed? How do the Coast Mountains' schools compare with British Columbia's EBS schools?

This survey research is limited to the schools that make up the Coast Mountains School District. As such there is a relatively small sample. Both EBS and non-EBS schools are included in the survey and some schools may not have been familiar with the terminology and practices referred to in the EBS survey. Site visits were not a part of this study, therefore the results depend on the survey information that was gathered. The current political climate in British Columbia's school system restricted survey participants to school administrators. School administrators may have certain biases that influence their responses to specific survey items.

Review of the Literature

History and Philosophical Orientation

Effective Behavior Support has its roots in special education settings where it was initially termed "Positive Behavior Support" (Sugai, 2000). Positive Behavior Support was developed as "an alternative to aversive interventions used with students with significant disabilities who engaged in extreme forms of self-injury and aggression" (Sugai et al., 1999, p.6). The terms "Positive Behavioral Support" and "Effective Behavioral Support" (EBS) are used interchangeably (Sugai, 2000), and the latter term will be used throughout the rest of this paper. The mainstreaming movement of the 1970's and 1980's brought special education students into regular classrooms (Colvin, Kameenui, & Sugai, 1993; Sugai & Horner, 1994; Weigle, 1997). This inclusive educational reform created the need for EBS practices to be presented as an alternative model for effectively managing behavior in regular school settings (Sugai & Horner, 1994; Weigle, 1997).

One of the earliest examples of the application of EBS practices to regular education settings is Project PREPARE. This project was initiated by Colvin, Kameenui, and Sugai (1993) in the early 1990's out of the University of Oregon. The goal of Project PREPARE was to model a school-wide behavior management approach that was based on positive and preventative (proactive) instructional principles and effective staff development procedures. Project PREPARE

described the features that should be incorporated in a proactive school-wide discipline model (see Table 1). These features were derived from the research literature on effective school practices and school development models. This project also presented the implementation of a Teacher-of-Teachers (TOT) approach which involved three major components: (a) a school's assessment of its needs; (b) establishment of the TOT team; and, (c) TOT team implementation procedures for developing and carrying out the school-wide discipline plan. The preliminary results of Project PREPARE indicated that schools could decrease their office referrals by 50% if the necessary features and processes were implemented.

Table 1

Project PREPARE: Proactive Discipline Features

1.	A consistent approach to managing problem behaviors
2.	School discipline as a vehicle for student success
3.	Managing problem behaviors with positive, preventative strategies
4.	Active involvement and support from the leadership
5.	Collegial commitment to change and participation
6.	Application of effective staff development and teacher change strategies

In the United States, the Individuals with Disabilities Education Act of 1997 (IDEA 97) requires nondiscriminatory evaluation and the appropriate education of students who are experiencing difficulty in educational settings (Turnbull, Turnbull, & Wilcox, 1999). Functional behavioral assessments, as outlined in the EBS approach, fulfill the nondiscriminatory evaluation requirement. Positive behavioral support plans, also under the EBS umbrella, fulfill the requirement that an appropriate education be provided. Currently, there is a gap between the law and the implementation of effective practice. Proponents of EBS are working to narrow this gap by defining terms and providing justifications and explanations they hope will increase the use of functional assessments and positive behavioral support plans under IDEA 97 (Turnbull et al, 1999).

Sugai et al. (1999) state that EBS is based on an integration of (a) behavioral science, (b) practical interventions, (c) systems perspectives, and (d) social values (see Appendix A). Behavioral science supports the view that human behavior is largely learned and can be changed. The practical interventions of EBS include functional assessments, data-based decision making, teaching as a central behavior change tool, and the implementation of research validated practices. The systems perspective of EBS allows for a more holistic approach to dealing with complex behavior problems in complex school systems. Through the systemic provision of a continuum of behavioral support in

which the intensity of problem behavior and the context are considered and prevention is emphasized. EBS emphasizes the consideration of social values in both the results expected from behavioral interventions and the strategies employed in delivering the interventions. Not only should change be effective, but also, all people should be treated with respect and dignity. Interventions must refrain from interactions that are humiliating, degrading, or pain inducing (Sugai et al., 1999).

George Sugai (1998), a leading founder of EBS, began his career in special education in the early 1970's trying to blend Rogerian humanism and Skinnerian behaviorism. The EBS approach itself has evolved as an outgrowth of applied behavior analysis as guided by a person-centered philosophy (Dunlap et al., 2000). Throughout the EBS literature references are made to the importance of approaching behavior change through a child-centered, person-centered, or school-centered philosophy. EBS "has come to describe a set of assessment and intervention strategies, based on person-centered values, that is intended to produce reductions in problem behavior along with increases in desirable behavior" (Dunlap et al., 2000, p. 22).

Overview

EBS is a systemic approach to providing proactive, school-wide discipline (Burnette, McLane, & Orkwis, 1997; Lewis & Sugai, 1999; Sugai, 1996, 2000; Sugai & Horner, 1999). The aim of EBS is to increase the capacity of schools

to adopt and sustain the use of research-validated practices. It enhances the capacity of schools to educate all students by establishing efficient and effective processes that consider (a) systems, (b) practices, and (c) data. The systems focused on in EBS include the policies, procedures, and decision-making processes that apply to school-wide, special setting (non-classroom), classroom, and individual systems. The practices considered are the strategies that are used directly to enhance student learning outcomes and teacher instructional activities. Throughout EBS, data are used to guide the decision making process and to ensure more effective outcomes.

EBS helps schools to establish a continuum of positive behavioral supports for students (Lewis & Sugai, 1999; Sugai, 1996, 2000; Sugai & Horner, 1999). A positive and preventative approach is emphasized and discipline measures intensify as social behavior challenges intensify. Three levels of intervention are considered: primary prevention, secondary prevention, and tertiary prevention (Walker, & Horner, 1996). All three levels of prevention are associated with unique techniques and processes. This multi-level approach increases the contextual fit between the problem and practices that are proven to be empirically effective for that situation. EBS is based on empirical research that is trustworthy, accessible, and usable.

EBS is a process and not a prescribed curriculum, discipline package, or product. Individual schools work with

the EBS processes to develop their own plans for dealing with their unique needs (Lewis & Sugai, 1999; Sugai, 1996, 2000; Sugai & Horner, 1999). An instructional approach is inherent to EBS. Behavioral expectations are taught directly, and social behaviors are taught like academic skills. Academic engagement and success are maximized.

The EBS approach also outlines a number of host environment features that support the sustained adoption of effective practices (Burnette et al., 1997; Lewis & Sugai, 1999; Sugai, 1996, 2000; Sugai & Horner, 1999). Many of these features overlap with those already described above (see Appendix B). Schools with effective host environments have active administration and the support of the majority of the school staff. In effective schools, developing effective approaches to behavior problems is seen as a priority and the staff is willing to commit to a long term (two-three year) plan. Policy is made and put into written form. Behavioral competence should be developed within the school and the school district. The school's behavior team meets regularly to assess, plan, train, and advocate as their school's unique behavioral needs demand. Effective host environments also have processes for orienting new staff and team members.

Selected Features of EBS

As can be seen from the overview, EBS is a complex, multi-faceted integration of interdependent systems, processes, and techniques (see Table 2). The features of EBS are complex, and the processes and concepts overlap. It is

beyond the scope of this paper to address all areas of EBS because this would be a very lengthy endeavor. The ten features that have been selected for this section were determined by this author to be significant enough to warrant special note.

Table 2

Selected Features

1. A process - not a curriculum
2. Levels of prevention
3. Instructional approach
4. School-wide system
5. Classroom system
6. Individual student system
7. Data-based decision making
8. Training for local expertise
9. Priority and commitment
10. Administrative support

A Process - Not a Curriculum

The primary goal of EBS is to help schools develop school environments that are both preventative and remedial in nature (Nelson & Sugai, 1999). EBS recognizes that schools have individual needs with regard to which aspects of their environmental and behavioral repertoires need improvement.

The goal of EBS is to help schools identify and change deficient environmental factors that foster problem behavior. Schools are assisted in the development of a continuum of behavioral supports to ensure that individual students develop the skills necessary to be successful. The school-centered, student-centered, and teacher-centered nature of the EBS approach is inherently a process and not a prescribed curriculum (Sugai, 2000).

A four-stage model of collaborative problem solving is used by a school team of key stakeholders to develop, implement, and maintain EBS processes and techniques (Nelson & Sugai, 1999). The model contains a set of concepts that are common to most problem solving processes. These are: problem definition, site analysis, development of a school-wide plan, and progress monitoring (see Appendix C).

The first step taken to initiate a school-wide effort is to establish a behavior support team that has staff representation and behavioral competence (Sugai, 2000). This team meets regularly to assess, plan, and modify EBS activities. The second step in this process is to establish the school's start-up prerequisites. These prerequisites include clarifying the school's needs, establishing staff commitment, prioritizing, and securing administrative participation and support. Once needs have been identified and the prerequisites are in place, the school is ready for the third step: developing and implementing an individualized action plan. In this step, the team reviews the data gathered

and adopts research-validated practices. It is essential to attend to the individual school's characteristics in terms of both what is working well and what features need strengthening. The fourth and final step in the EBS process involves monitoring, evaluating, and modifying the behavioral program. This is an on-going process that requires the regular gathering, presentation, and analysis of the school's data.

Levels of Prevention

EBS recognizes that problem behavior occurs on a continuum from relatively mild and infrequent to severe and frequent (Sugai, 1996, 2000; Waterhouse, 2000). Schools need to develop several integrated systems for responding to the continuum of problem behaviors (see Appendix D). Students without serious problem behaviors respond well to school-wide and classroom systems at the level of primary prevention. Primary interventions include school-wide discipline programs and school-wide social skills training. These students tend to comprise approximately 80-85% of the school population (Sugai, 2000). Students who are at-risk for developing problem behavior represent approximately 5-15% of the student body (Sugai, 2000). They need specialized group interventions which are at the secondary level of prevention. Secondary interventions include self-monitoring programs and specialized teaching groups. Tertiary interventions are required for the 1-5% of students who have chronic and/or intense problem behavior (Sugai, 2000). Specialized

individualized interventions such as functional assessments and positive behavior support plans are recommended for this population.

Instructional Approach

Colvin and Sugai (1988) state that there are clear parallels between instructional problems and social problems in the way the respective behaviors are established and in the way that they can be corrected. Teachers take a proactive approach to remediating academic problems. The student's error patterns are assessed, and then alternative and effective responses are taught by shaping the instructional content and providing differential feedback. Colvin and Sugai indicate that the same two steps can be used to remediate social behavior problems. "First, we analyze the behavior pattern, and second, we teach replacement strategies by modifying the context and using differential reinforcement" (p.347).

Kameenui and Darch (1995) provide excellent direction regarding how to deal with behavior from the instructional viewpoint.

> Instructional classroom management is about managing student behavior from an instructional point of view. The strategies for teaching and managing social behavior are no different from the strategies for teaching reading, etc. By their very nature, classroom and behavior management procedures are instructional, not merely behavioral or social, because they take place within the context of instruction and are designed to impart information. To impart information about how to behave, a teacher teaches, instructs, explains, directly models, or otherwise communicates to a learner exactly how to behave and how not to behave. This process is no different from the

> process involved in teaching a concept, fact, or principle in mathematics or science. For all practical purposes, the teaching processes are the same--communicating information to the learner in ways that are clear, unambiguous, considerate and passionate. (p.ix)

The social skills that are identified as key target areas for improvement, on a school-wide or classroom basis, are taught using an instructional approach (Langland, Lewis-Palmer, & Sugai, 1998; Sugai, 2000). Social skills are broken down into their subcomponents so that they can be directly taught, modeled, practiced, and reinforced (see Appendix E). Although EBS presents as a process and not a prescribed curriculum, proponents of this approach recommend that schools utilize programs and materials that are available to address specific skill needs (Sugai, 2000). It is recommended that instructional programs such as *Second Step* (Committee for Children, 1991) and *Getting Along With Others* (Jackson, Jackson, & Munroe, 1983) are drawn from when it is determined that such programs are needed to meet demonstrated school needs.

School-Wide System

School-wide programs "seek to produce systemic change at the building, classroom, and student levels by providing school staff a framework with which to develop site-specific solutions to the unique needs of their school and community" (Nelson & Sugai, 1999, p. 26). From a preventative standpoint, schools benefit from developing a clearly defined, consistently enforced, behavior management system

(Fitzsimmons, 1998). Sprague, Sugai, and Walker (1998) present six main components which they believe comprise a comprehensive and proactive school-wide behavioral support plan (see Appendix F). A positive statement of purpose is the first component. This should be clear and simple and serve as a foundation for the learning and teaching process in the school. The second component of the school-wide plan is a set of clearly defined expectations. These expectations serve as the basis for creating and maintaining safe and productive learning and teaching environments. Third, a set of procedures for teaching the expected behavior are developed to ensure that all students and staff have been exposed to a common language and meaning for each expectation.

Procedures for encouraging expected behavior is the fourth component in a comprehensive and proactive school-wide behavioral support plan (Lohrmann-O'Rourke et al., in press). A continuum of acknowledgements, such as verbal praise and tangible social acknowledgements, provide positive feedback when students display behaviors that conform to given school expectations. The fifth component is a continuum of procedures for discouraging problem behavior. Procedures and behavior should be clearly specified in detail. There needs to be agreement with regard to what will be handled by the teachers and what will constitute an office referral, and consistent implementation of consequences must occur. The last component of the school-wide system are the procedures for record keeping and decision making. EBS stresses the

importance of having a system for monitoring program implementation and effectiveness (Nelson & Sugai, 1999).

An effective school-wide behavior management plan will also consider behavioral expectations in non-classroom settings such as hallways, playgrounds, and washrooms (Waterhouse, 2000). The school-wide plan will provide the means for creating, encouraging and reinforcing expectations in these areas. The EBS approach maintains that behavior must be taught separately in each specific setting (Scott & Nelson, 1999; Sugai, 2000). Schools are encouraged to list each non-classroom setting and identify expected behaviors for each school rule in each setting (see Appendix G). It is important to teach the school-wide rules for each setting in that specific setting. Students are encouraged to follow the rules, and they are reinforced for displays of appropriate behavior. The school-wide plan for discouraging inappropriate behavior is also applied to non-classroom settings.

Classroom System

Classroom systems are closely related to the features and procedures of the school-wide system (Scott & Nelson, 1999; Waterhouse, 2000). The goal of good classroom management is to establish appropriate behavior and to minimize problem behavior. The emphasis is on teaching behavioral expectations, structure, and routines (Colvin & Lazar, 1997; Kameeniu & Darch, 1995). Effective classroom systems also have clearly outlined procedures for acknowledging appropriate behavior and discouraging

inappropriate or unacceptable behavior (Kameenui & Darch, 1995). As with the school-wide system, the classroom system recognizes that rules are more effective when they are defined specifically and are positively worded (Scott & Nelson, 1999).

Effective classroom systems also attend to the instructional needs of students because instruction that is either too difficult or too easy for students has been found to be associated with disruptive behaviors (Scott & Nelson, 1999; Sugai, 1996, 2000; Waterhouse, 2000). Teachers need to ensure that students receive a curriculum that is effective and appropriate for their learning needs. Instruction that is designed to maximize the likelihood of success ensures student success. Successful students have little incentive to disrupt the class or act in ways that would result in escape or exclusion (Scott & Nelson, 1999). Instruction that teaches skills directly through the presentation of clear rules or examples, teacher modeling, and guided practice is associated with higher student success and less disruptive and aggressive behavior (Scott & Nelson, 1999). Effective classrooms integrate academic and behavioral management strategies and provide individualization as is needed by specific students (Waterhouse, 2000).

Individual Student System

Students who have chronic or severe behavior problems require support through individual systems (Sugai, 1996, 2000; Waterhouse, 2000). A host of individualized, flexible

approaches is required to create learning environments in which these children can succeed socially and academically. The provision of these individual supports is guided by several beliefs about behavior (Sugai et al., 1999; Waterhouse, 2000). Behavior is understandable, predictable, and changeable, and it occurs in an environmental context and not in a vacuum. Behavior is learned; therefore, it can be taught or affected by changing aspects of the environmental context. EBS presents several specific processes for building effective individual student systems. The two individual student system processes presented here are functional assessments and individual behavior support plans.

A functional assessment is a systematic process for developing statements about factors that contribute to the occurrence and maintenance of problem behavior (see Table 3) (Dunlap & Hieneman, 1999; Horner & Sugai, 1999; Lohrmann-O'Rourke, Knoster, & Llewellyn, 1999; O'Neil et al., 1997; Sprague et al., 1998). Dunlap and Hieneman (1999) feel that a functional assessment should serve as the foundation of any individualized behavioral intervention. Functional behavioral assessments (FBA) can, and should, be applied preventatively before problem behaviors escalate to crisis proportions.

> An FBA should be conducted whenever the student's behavior (a) demonstrates persistence even though classroom-based motivation and disciplinary systems have been carefully implemented, (b) is so severe that it places the student or others at risk of injury or social isolation, and/or (c) is so disruptive that school personnel are considering more intrusive or restrictive placements or procedures. (p. 7-8)

Table 3

Functional Assessments: The Steps

Step 1	Collect information
Step 2	Develop summary statement
Step 3	Collect observation data to confirm summary statement
Step 4	Develop competing pathways summary statement
Step 5	Develop behavior support plan
Step 6	Develop details & routines for full implementation of support plan
Step 7	Monitor & evaluate implementation of support plan

In essence, the functional assessment serves as a problem solving process that can be applied to individual students who are experiencing behavioral difficulties.

In EBS, the process of completing functional assessments blends into the development of individual support plans. A central feature of EBS is that support plans, which are based on functional assessments, have an expanded scope of outcomes when compared to traditional support plans (Horner & Sugai, 1999). The behavior plan is no longer seen only as a process for reducing problem behavior; it is also seen as a process for increasing the student's success within the school. While the reduction of problem behavior is an important goal, a broader range of changes increases the effectiveness of the behavior support plan. The effective building of a behavior

support plan includes planning in specific areas: (a) What are ways to change the context to make the problem behavior unnecessary? (b) What are ways to prevent the problem behavior? (c) What can be done to increase expected behavior or to teach a replacement behavior? (d) What should happen when a problem behavior occurs? and, (e) What should happen when desired or replacement behavior occurs (O'Neil et al., 1997, Sprague et al., 1998)(see Appendix H).

Data-Based Decision Making

Effective systems monitor student behavior continuously, and data are used to make decisions (Lewis-Palmer, Sugai, & Larson, 1999). Data should be used to make initial assessments and to evaluate programs on an on-going basis (Taylor-Greene & Kartub, in press). While four types of data should be considered, Lewis-Palmer et al. state that it is best to choose the simplest type of data to answer the question at hand. Permanent products, rating scales, and surveys (see Appendix I) are easy methods for collecting data because they are convenient and can require minimal analysis to summarize results. Interviews (see Appendix J) are similar to surveys and rating scales because they are easy to administer and analyze. All of the above are indirect measures of behavior which rely on respondent opinion or perceptions. Direct measures of behavior require the employment of observation data collection strategies (see Appendix K).

Several different kinds of decisions can be made using data (Lewis-Palmer et al., 1999; Tobin, Sugai, & Colvin, 2000). Data can be analyzed to make decisions in needs assessments, school-wide planning, evaluation, and in explaining conditions to stakeholders. Data can also be used to monitor the success and progress of programs and interventions in terms of meeting school-wide goals. Reviewing the data provided by office referrals is a valuable resource in identifying students at-risk for school failure. Data analysis can help to identify topics or areas where staff members could benefit from additional information, training, or practice. The need for specific instructional programs can be indicated by examining data trends and patterns. The need to terminate programs can also be indicated when data analysis determines that they have either been successful or ineffective.

The most often used data source in EBS is the office discipline referral (see Appendix L) because it is both an index of student behavior and of the consistency and quality of discipline within a school (Sprague, Sugai, Horner, & Walker, 1999; Sugai et al., 1999; Tobin et al., 2000). Although limited by the unique manner in which each school defines and applies referral procedures, the office referral can prove a useful tool for guiding school planning. An analysis of the discipline referral data patterns can indicate whether interventions are needed at primary, secondary, or tertiary levels of intervention (Todd, Horner,

Sugai & Sprague, 1999). Primary interventions are needed if the total number of referrals per student is high or if the average number of referrals per day is high. Primary interventions are also needed if the proportion of students with at least one referral is high. Secondary interventions are needed if the proportion of students with at least one or fewer referrals is low but the proportion of students with two to ten referrals is comparatively high. Finally, tertiary interventions are needed if there are students who have received ten or more referrals during the school year and if five percent of students with the most referrals account for a high percentage of all referrals (Sprague et al. 1999; Sugai et al. 1999; Tobin et al., 2000).

Tobin and his associates (2000) believe that graphing data can facilitate decision making. Office referral data may be graphed according to types of behavior problems, grade level, gender, referrals per month, and other features. The graphs help guide decision making regarding the use of prevention programs and school-wide discipline strategies. Quick visual displays of data provide school teams with immediate visual feedback as to the status of their plans and the steps which should be considered next in program implementation (Nakasato, in press).

Training for Local Expertise

Dunlap and his associates (2000) state that comprehensive training is needed to promote the development of a range of skills and competencies if the concepts and

procedures of EBS are to be successfully incorporated into the daily practice of educators. Training should focus on helping educators to develop a range of individualized, assessment-based interventions that improve behavior and enhance school climate (Nersesian, Todd, Lehmann, & Watson, in press). Dunlap et al. (2000) present a training curriculum which focuses on teaching teams to work within the context of immediate settings. The learning objectives provide practical knowledge and teach a generalizable process for intervention, and the content incorporates a variety of interdependent topics.

Sugai, Bullis, and Cumblad (1997) state that the EBS initiative increases the skills and support educators receive in working with behavior problems by focusing on the "development and use of collaborative, building-based teams that provide positive behavioral support for all students and that emphasize skill development and support for general and special educators" (p. 58). This team-based approach provides opportunities for preservice and inservice to increase the knowledge and skills of personnel in a continuum of interventions in applied contexts. Training methods provide opportunities for specialized skills development and support for teachers dealing with significant behavioral problems. The school EBS team is trained and given resources to

> ...engage in three main functions: (a) assessment, development, implementation, monitoring and evaluation of schoolwide [sic], classroom, and individual behavior management systems; (b) consultation with individual teachers or teams of

> teachers on specific students who present severe behavioral challenges; and (c) development, implementation, and evaluation of school-wide, small team, and individual personnel preparation activities. (p. 59)

The EBS model of staff development presents a dramatic change from the way inservice has historically been provided (see Appendix M).

Priority and Commitment

"If schools are to be safe, effective environments behavior support must become a proactive priority, not simply a concern to be addressed after disruptive behavior engulfs a community" (Horner & Sugai, in press, p. unknown). Clear Lake Elementary School is an excellent example of how EBS can be sustained as a priority for many years (Colvin & Fernandez, in press). Clear Lake first became involved with EBS when it was in its initial Project PREPARE stages. As Project PREPARE evolved into EBS, Clear Lake's behavioral strategies also evolved. Each year an overview of EBS is presented and the staff recommit to implementation and maintenance of the EBS program. Clear Lake has implemented EBS for almost a decade. The staff have committed to the model because they have experienced a number of benefits. They have been able to develop and maintain a positive school environment and are able to teach more effectively. The staff are also better able to provide support to individual students with challenging behavior because of their increased efficiency.

Taylor-Greene and Kartub (in press) indicate that sustaining an EBS program takes long-term strategic planning. Program support is derived from a combination of improvement goals, administrative support, teamwork, program reinforcement and evaluation. Taylor-Greene and Kartub believe that attention needs to be consistently focused on each of these areas throughout the school year for EBS to be maintained over time.

Administrative Support

Several school districts have moved gradually from implementation by individual schools to active and targeted district coordination and implementation (Hofweber, 1999; Nersesian et al., in press; Sadler, in press). The Eugene School District believes it has a direct and immediate responsibility to make effective systems and technology available to schools (Nersesian et al., in press). This district took several steps toward supporting all its schools in the development of EBS programs. The district established a coordinating council for the management of all initiatives dealing with behavior support. A training curriculum was developed to address skill building, systems development, and team building. Incentives were provided to encourage school participation in training and the development of teams, school-wide systems, and data collection efforts. As of the 1999-2000 school year, 20 out of 50 schools in the Eugene School District were participating in Eugene's EBS initiative, and the initiative is continuing to grow.

"Effective Behavior Support has provided a unifying, systemic structure whereby schools have gained confidence that a proactive, functional, instruction-based approach to behavior support is both effective and feasible" (Nersesian et al., in press).

In the Bulkley Valley School District, the implementation of the EBS approach has been facilitated at a district level through their District Behavior Resource Team (DBRT)(Hofweber, 1999). The members of the DBRT have made functional assessments and EBS planning its highest priority; and, an eight-stage school-wide discipline improvement plan, the Behavior Pilot Project, has been implemented in this district. Stage one of the project was to develop a district code of conduct to provide guidelines for assisting elementary schools in their efforts to develop more effective approaches to school-based behavioral programs. Stage two of the project involved expansion of school-based responses to include a district-based, student-conduct review team.

At stage three, the school district secured a team lead by George Sugai to provide EBS training to specific school teams. The teams were enthusiastic about EBS when they returned to their schools. The fourth stage of the project involved school implementation of EBS and the sharing of the results of the first year of their EBS initiative. The data indicated measurable improvements in behavior. Presentation to the Board of Trustees constituted the fifth stage of the district's discipline improvement plan. The trustees

commended the schools on the proactive approach they had adopted and personnel were encouraged to continue and expand their efforts. At stages six, seven, and eight, inservice opportunities for all teachers and support staff were provided. The district agreed to provide additional and on-going workshops to expand and reinforce implementation proficiency. As schools establish their own discipline leadership teams, the need for district level support is lessening. However, accountability, communication, and encouragement continue to be facilitated through annual district-wide behavioral meetings.

The B.C. EBS Initiative

Chapman and Hofweber (in press) summarize the British Columbian approach to EBS which was initiated by the British Columbian Council of Administrators in Special Education (BC CASE). In the Fall of 1996, the administrators of BC CASE met to determine what the organization could do to address the issue of problem behavior in provincial schools. It was decided that any initiative adopted by BC CASE would need to be grounded in an instructional base, operate from a systems perspective, and offer in-service through sound professional development practices. BC CASE approached the Ministry of Education to form a partnership and the "British Columbian Effective Behavior Support Initiative" was created with Don Chapman acting as the initiative's coordinator.

Sugai and his colleagues from the University of Oregon were contacted to lead the inservice sessions (Chapman &

Hofweber, in press), and regional workshops were provided as introductory orientations for school teams. The workshops included in-service on the development of school-wide approaches to discipline, dealing with classroom and non-classroom settings, and providing support for individual students. British Columbia's EBS initiative also included summer institutes. These institutes were designed to train a core group of professionals who could support teams that had begun to implement EBS and initiate training for school teams contemplating adopting the approach. The first year of workshops and summer institutes were well attended and the feedback was extremely positive. BC CASE and the Ministry of Education have continued to offer similar workshops and summer institutes in subsequent years. Each workshop tends to be "sold out" and the summer institutes are overflowing with long wait lists.

An EBS conference entitled "Making Connections" was developed and first held in the Fall of 1998 (Chapman & Hofweber, in press). The purpose of this conference was to provide schools with a vehicle for celebrating their success in implementing EBS and to provide orientation sessions for educators interested in learning about the initiative, but not yet ready to send a team to a training workshop. Over 250 attended the first conference, 475 attended the second conference, and over 600 participants attended the third annual conference. British Columbia's three-pronged approach to the implementation of EBS has been tremendously

successful. An evaluation process is now in place, and the results of this will determine plans for the continuation of the initiative.

As described previously (Hofweber, 1999), the Bulkley Valley School District has implemented an eight-stage district improvement effort called the Behavior Pilot Project. Hofweber states that this project, which developed out of the district's EBS initiative, has been an exciting and unifying experience for the community. Some outcomes were achieved easily, and others required patience and perseverance; and, along the way a number of lessons were learned. Hofweber indicates that schools need to evaluate the status quo and determine local needs and priorities. A self-evaluation process helps to develop practical and effective action plans. Educators must select research-validated interventions which are most likely to make a difference as effective and efficient interventions maximize the use of limited resources and ensure positive results. It is also important for administrative involvement to be active. Educators must have adequate training, time and materials, and administrators have the authority to make resource decisions.

According to Hofweber (1999), the Bulkley Valley School District has also learned that systematic communication is needed to keep stakeholders informed. Teachers, parents, students, community members, and district administrators need access to information for decision making and the allocation

of resources. Regular opportunities for acknowledging and celebrating efforts and successes must be created to maintain enthusiasm and commitment. Regular positive reinforcement is associated with increased staff commitment. Hofweber's final lesson with regard to EBS is that progress must be monitored and evaluated regularly. A variety of forms of data, such as office referrals, surveys, and observations, must be collected to determine if (a) adequate progress is being made, (b) modifications are needed, and/or (c) initiatives need to be discontinued.

Individual schools in British Columbia are reporting successful results with the implementation of EBS. One elementary school in Telkwa has been successfully implementing this approach since 1995 (Hofweber & Janzen, 2000). Telkwa Elementary is a rural school with a population of approximately 200 students. In the 1992/93 school year, 8.3 office referrals were processed each day. There was a focus on rules and a low level of parent support. With the inception of EBS came a number of process changes. A team approach has been implemented throughout the process and the administration has been active and supportive. Data have been tracked and interventions are based on the analysis of the data. Reinforcement blitz's are planned for times when office referrals are shown to be increasing.

"Effective Behavior Support has become so ingrained into the school climate that students as well as staff members take on responsibility for carrying on what they perceive as

the school culture" (Hofweber & Janzen, 2000, p. 9). Peer leadership and peer problem-solving have developed as powerful strategies for helping the students to develop skills and a sense of responsibility. Students know the code of behavior, and the limits of acceptable behavior are defined, acknowledged, and understood by everyone. Telkwa Elementary has lowered its daily office referrals from 8.3 to 2.0 per day. During recent accreditation, the external team commended the school for its warm, caring, and nurturing educational environment and the sense of self-confidence, responsibility, and initiative demonstrated by the students.

Ballantyne (1999) credits EBS with a dramatic improvement in the climate of Prince George's Harwin Elementary School. Harwin started with EBS in the Spring of 1998 when the school sent a team to a training workshop. Shortly after the team training, the school sent an administrator for coach training. Not everyone on staff was enthusiastic about the new initiative as the school had been hit with a number of hardships. Although the school almost abandoned the project, they were able to take a number of steps during a four month planning period in the Fall to ensure a successful start to the program in January. "The change in school climate and the behavior of the children and staff was immediate and significant" (Ballantyne, 1999, p. 3-4). Even the most cynical of staff could see the dramatic results. Office referrals dropped by 30% and the tone of the school was more positive. In this process, Harwin Elementary

learned that regular inservice, attention to evolving needs, and planning is crucial to maintaining the positive effects of EBS.

A review of special education service in British Columbia was recently conducted by Siegel and Ladyman (2000) for the Ministry of Education. Their report makes a specific recommendation regarding the implementation of EBS in our province. The eleventh recommendation by the review team is as follows: "The Ministry of Education should work with local school boards, BC CASE, the British Columbia Teachers' Federation and the British Columbia Principals' and Vice-Principals' Association to ensure the continuation of the Effective Behavior Support Training Program" (p.18). Siegel and her associates state that EBS training is assisting British Columbia's school system to improve student behavior and is highly regarded by the province's teachers and administrators.

Strelioff (2000) recently completed the Auditor General's report for the British Columbia government. This report also makes specific references to EBS. Strelioff states that the implementation of this initiative has the potential to make specific contributions to improving school environments. Over the last four years, EBS courses have been provided to teams of teachers and administrators in approximately 300 schools. These schools report significant reductions in student aggression. Strelioff surveyed teachers who are using EBS and found that 94% of these teachers found

this approach to be useful to some extent. Teachers were impressed with changes in student behavior and the school climate. Strelioff and his colleagues concluded that "...existing strategies would be significantly strengthened if an overriding school-wide approach with all of the features of Effective Behavior Support were to be used" (p.38).

Strelioff (2000) is concerned for those schools that have not yet had training in EBS. "Most educators in the public school system have yet to benefit from their use" (p.8). He is also concerned that most schools that are implementing EBS have not yet developed suitable data-tracking methods to determine which types of aggression are being influenced and to what degree. Strelioff recommends that the Ministry of Education and individual school districts should "expand efforts to provide Effective Behavior Support training" (p.12). EBS is highly regarded in the school system as successful practitioners of the initiative "believe that Effective Behavior Support strategies have made significant improvements in the behavior of students, strategies of teachers, and overall school climates" (p. 102).

Mirenda (2000) conducted a more extensive EBS evaluation to answer questions that were left unanswered by previous investigations of the effectiveness of the implementation in the EBS initiative in our province. At the time of Mirenda's evaluation, 117 schools were identified as implementing EBS

for one or more years. The typical EBS school has a population of between 201 and 400 students and is located in a small urban area. A typical school has been implementing EBS for approximately two years and 2-2.9% of its student population has chronic behavior problems. The typical EBS team is composed of five to six people and all of the team members are likely to have attended an introductory EBS workshop. While Mirenda feels that the survey was generally valid, there was enough discrepancy between the survey results and the information gathered by site visits, interviews, and permanent product evaluation to warrant caution when evaluating EBS by survey alone.

Mirenda (2000) found confirmation for three positive aspects of EBS. First, school-level administrators are actively involved in EBS implementation in the vast majority of EBS schools. Second, Most EBS schools have EBS teams in place, and these teams are active with regard to implementation leadership. Finally, many of the school-wide implementation features are being implemented in EBS schools, and many of these features are being applied to non-classroom settings.

Conformation was also found for EBS implementation needs in the province. Additional training and support is needed to assist EBS schools to "establish useful, efficient data collection systems and to use these data for regular evaluation of outcomes" (Mirenda, 2000, p. 67). Training is also urgently needed in functional assessment and positive

behavior support planning for students with chronic behavior problems. District level support and classroom level implementation of EBS appear to be lacking. Parents/families have very little involvement in EBS schools, and many EBS schools do not have a budget for EBS implementation.

Effective Behavior Support Research Summary

The EBS approach to dealing with behavior in regular school settings has been developed within the last ten to twenty years. As this is a relatively new initiative there is little research in this area. Database searches using the terms "Effective Behavior Support", "Positive Behavior Support", "George Sugai" and "functional assessment" turned up eight research articles that could be considered relevant to this research report. Four studies focus on the effectiveness of EBS as applied to school-wide systems, and three look at various aspects of functional assessments. The final article presented in this section summarizes preliminary findings regarding how data can be used to assess and monitor school-wide discipline interventions. What follows is a summary of the information provided by these eight articles. The limitations of these studies are considered in the following section.

School-Wide Behavioral Support

Taylor-Greene et al., (1997) examined the effects of two factors on the level of student office referrals: (a) active teacher effort to provide reinforcers to students for appropriate behavior, and (b) school-wide opening day

training. The participants of the study were 40 staff members and 530 students of a rural middle school (grades 6, 7, and 8) located in the Pacific Northwest. The primary dependent variable in this study was the rate of student office referrals per day per month across a two-year period. Data were collected for the 1994-95 and 1995-96 school years on students who were referred to the office for infractions that were considered to be more serious than what could immediately be handled with redirection or a reprimand by the teacher. Taylor-Greene et al. also used a 6-point Likert scale survey to assess teacher satisfaction with the directions, implementation, and impact of the new opening day training system.

The study used a descriptive pre-post comparison to evaluate if the implementation of a school-wide behavior support system was associated with change in the level of office referrals. In the first year of the study, the school established a behavior support team that met weekly to assess the needs of the school and develop opening day activities and on-going procedures for prompting, acknowledging, and correcting student behavior throughout the school year. All activities were collaboratively arranged with faculty members from the University of Oregon, and several workshops and planning periods were held with the whole faculty.

In the second year of the study, the school-wide program was launched with fun, fast-paced, and interactive opening day training. On the first day of school everyone

participated in a one-day training session where all students were taught the school's "high five" expected behaviors.

> Students rotated through...six locations in groups of 30-60. At each location, faculty and staff would (a) review the high five expectations, (b) define how the expectations applied to that location, (c) have students role-play or model both appropriate and inappropriate examples of the expected behaviors, (d) have all students practice the correct performance of the targeted behaviors, and (e) receive "high five tickets" for performing the target behavior to criterion. (p. 103)

While the opening day activities defined and taught the five expected behavior patterns, the on-going system reminded, rewarded, and corrected behavior throughout the school year. Six key elements were included in this on-going program. Pre-corrections were used by the faculty to remind students of expectations just before the students entered targeted contexts. Faculty rewarded appropriate behavior by handing out High-Five tickets and verbal praise to students they observed performing the target behaviors. The administration and the behavior support team emphasized the importance of consistency and participation. Inappropriate behavior was met with corrective sequences which could include reprimands, redirections, detentions, or office referrals. Booster activities were planned for specific times in the year when problem behaviors were deemed to be more likely to occur. Finally, students with chronic behavior problems received targeted support.

The results of this study indicate the potential that school-wide behavior support plans have for successfully

reducing problem behavior in regular education settings. Taylor-Greene et al. (1997) provide a comparison of the average number of office referrals per day per month for the 1994-95 and 1995-96 school years. Across the entire year the average number of office referrals per day decreased from 15 per day in 1994-95 to 8.7 per day in 1995-96. This reflects a 42% decrease in daily office referrals. The types of problems that saw the largest reductions were repeated minor offenses, disruption, defiance, skipping class, and fighting. The staff satisfaction survey indicated that opening day training was seen as having an impact on student behavior. The staff saw the training as a worthwhile activity to continue the following school year. Taylor-Greene et al. state that their study presents three messages: office referrals may be a useful indicator for guiding efforts to build effective behavior support; improving a school's capacity to provide effective support takes time; and, substantive change is possible.

Reducing Problem Behavior Through EBS

Lewis, Sugai, and Colvin (1998) explored the effects of a social skill instruction program combined with direct intervention on the frequency of problem behavior exhibited by elementary students in three settings: recess, hallway transitions, and the cafeteria. The study took place in a suburban elementary school with seven staff members and 110 students in grades 1 to 5, and it was conducted as part of a larger school-wide behavioral support system that was

targeting proactive, instruction-based interventions at school-wide, classroom, specific setting, and individual student levels. The school had established an EBS support team, the school rules had been outlined and taught, and a system for acknowledging appropriate behavior had been established. The present study extended the school-wide system by targeting specific settings. A three-step process was implemented. These steps included: (a) all problem behaviors of concern were delineated for each specific setting, (b) positive replacement behaviors were generated and social skills lessons regarding these behaviors were developed, and (c) direct intervention strategies tailored to each setting were developed and implemented following the social skills instruction. The direct intervention strategies included group contingencies, pre-corrections, and active supervision.

"A multiple baseline across setting design was used to examine the effect of social skills instruction and direct intervention on the rate of student problem behavior" (Lewis et al., 1998, p. 5). University graduate student observers were trained to 80% agreement, and data were collected for baselines, social skills instruction, and direct setting interventions. One month follow-up data were also collected following the completion of direct setting interventions. Daily counts of problem behaviors were condensed to a single-rate data point, and the total number of problem behaviors were plotted and analyzed visually. A "split middle"

procedure helped to determine data trends, and across-phase level changes were determined by visual analysis (p. 6).

Lewis et al. (1998) report no differences in data between baseline and social skills instruction across all three settings. However, data indicated moderate results when the social skills instruction was followed by direct setting interventions. The overall number of problem behaviors in each setting decreased with the use of direct intervention. The follow-up data points indicated strong maintenance effects in the cafeteria and hallway and moderate maintenance effects on the playground. Lewis et al. believe that their study makes four contributions to the emerging knowledge base on the effectiveness of instruction-based, school-wide discipline programs. First, their study extends social skill instruction beyond individual and small group settings. Second, their interventions were largely successful with the majority of the student population. Third, this study provides a large group replication of the effectiveness of group contingencies. Finally, Lewis et al. have presented additional support for the systematic investigation of larger, school-wide EBS systems.

Active Supervision and Precorrection

Colvin, Sugai, Good, and Yee (1997) examine the effects of active supervision and pre-correction on the problem behavior of elementary students during three problematic transition settings: entering the building at the beginning of the day, moving from classroom to cafeteria, and exiting

the building at the end of the day. The school was set in a rural/urban community on the outskirts of a city in a Pacific Northwest state. The participants included a staff of 42 and 475 students who attended kindergarten to grade 5. The dependent variables in this study were targeted problem behaviors such as running, pushing, hitting, yelling, and crossing prohibited areas. The independent variables were pre-correction strategies and active supervision. All teaching staff and transition area supervisors were trained on reminding (pre-correcting) students of desired behavior before entering the problem settings. The staff were trained in active supervision strategies which included (a) move around, (b) look around, and (c) interact with the students. All procedures were developed, implemented, and facilitated by a school-wide discipline team.

Three major types of data were collected during the study: setting characteristics, supervisor behavior, and student behavior. A multiple baseline design across the three transition areas was implemented in which three levels of analysis were conducted. Standard visual analysis procedures were applied to the data patterns displayed in the multiple baseline design. Pearson product-moment correlations were calculated to make probability statements about the relationship between the number of supervisor interactions with students and the frequency of problem behaviors during transitions. "A hierarchical linear modeling procedure was used to evaluate the relative contributions of active

supervision and pre-correcting in reducing the incidence of problem behavior in school transitions" (Colvin et al. 1997, p. 351).

The results of the visual analysis indicated clear level changes in problem behavior in all settings. Colvin et al. (1997) state that the fact that level changes were seen "only when the intervention was introduced in individual transition settings supports a possible functional relationship between student problem behavior, transition setting, and intervention package" (p. 352). The Pearson product-moment correlation was significant (-.83, $p < .05$), and this indicated a strong inverse relationship between the number of interactions between the supervisor and students and the frequency of problem behavior exhibited by the students. The more times supervisors interacted with students, the fewer problem behaviors the students presented. The hierarchical linear modeling analysis indicated that active supervision accounted for a large, significant, and important amount of variation in problem behavior. Colvin et al. concluded that pre-correcting and active supervision made an important and significant contribution to the reduction of problem behavior frequency, and the actual intervention was relatively efficient and required little training time.

Pre-Correction and Active Supervision

This study, conducted by Lewis, Colvin, and Sugai (2000), builds on the work presented in the previous study, and it appears to have been conducted in the same

suburban/rural elementary school with the same population comprised of 475 students and 42 staff members. The purpose of this study was to examine the effects of a review of key social skills, pre-corrections prompting the use of the social skills, and active playground supervision on the rate of problem behavior exhibited during recess. Prior to this study, critical social skills related to the school rules had been taught but pre-corrections and active playground supervision had not been put in place.

The procedures in this study were implemented over three phases: (1) Teachers reviewed school rules and related social skills as they applied to the playground; (2) Playground monitors reviewed school rules and supervision expectations; and, (3) At one-week intervals pre-corrections and active supervision were introduced across three recess periods. Intervention effects were examined using a multiple baseline design across three target recess periods (Lewis et al., 2000, p. 112). The dependent variables were rates of problem behaviors and playground monitor behavior, and the independent variables consisted of pre-corrections and active supervision.

Lewis et al. (2000) graphed the data and analyzed the graph "visually for significant changes across level, trend, and variability within and between phase conditions" (p. 115). Data were then collapsed and plotted daily using a single rate point of problem behavior for structured and unstructured activities. Behaviors that characterized active

and non-active supervision were plotted by rate for the monitors. The results of this study found no significant trend or level changes in student behavior when the students were engaged in structured activities on the playground. However, during unstructured activities, the data indicated an overall decrease in the rate of problem behavior following intervention in each recess. The data revealed no clear effects with regard to monitor behavior as a function of the intervention. Lewis et al. concluded that a relatively simple intervention effectively reduced rates of problem behavior across the student body with minimal training and technical assistance from outside the school setting (p. 118).

Self-monitoring and Self-Recruited Praise

Todd, Horner, and Sugai (1998) examined the use of a functional-assessment-based, multi-component, self-management intervention on a nine year-old fourth grader who was identified as learning disabled. This student had been referred to the teacher assistance team because of his severely disruptive behavior. This behavior included taunting his peers, disrupting the class, and making sexually inappropriate comments. The self-management intervention consisted of teaching the student to self-monitor and self-evaluate his ability to attend to the task at hand. The student was trained to give himself a check every time he caught himself attending when a beep sounded on a tape of beeps that occurred randomly. The student self-recruited

teacher attention every time he had given himself a specific number of checks.

The results of this implementation of a functional assessment-based behavior support plan were successful. With a system of self-monitoring, self-evaluation, and self-recruitment of teacher attention, the student exhibited a decrease in the frequency of problem behavior and an increase in work completion. The frequency of teacher praise was also increased and the teacher's perception of the student's performance was improved. Although the student was initially reliant on the self-management system to maintain results, this system was gradually phased out and the student was able to maintain the positive results without intervention.

Team-Based Functional Assessment

Chandler, Dahlquist, Repp, and Feltz (1999) examined the impact of individually-based functional assessment interventions on the challenging and appropriate behavior of students within classroom settings. Chandler et al. were also interested in determining the effectiveness of functional assessments when they were conducted by school-based teams. Three types of preschool classrooms provided the setting for this study: classrooms for students with special needs (eight), classrooms for children at risk (three), and early childhood classrooms (four). The participants were preschool students, ages three to six years, and teachers certified in early childhood education. The students were randomly divided into groups of four or five. Data were collected using a

computer-based observational system on five categories of child behaviors: challenging behavior, active engagement, passive engagement, nonengagement, and peer interaction. Data were also collected on five ecobehavioral aspects of the classrooms: environmental arrangements, schedule, appropriate adult behavior, instructional strategies, and support for peer interaction.

Baseline data were collected over a four week period, and then team members within each at-risk and special education classroom attended functional assessment workshops. Within one week of attending the workshops, each school team was guided through initial functional assessment procedures for a specific student. During the remaining weeks, the teams implemented intervention strategies they had developed through the functional assessments. Throughout the process, the teams had guidance from a behavior specialist. Follow-up observations were conducted four weeks following intervention, and four weeks of normative data were collected in the regular classrooms which served as the control setting.

"Data for all children within one type of classroom were combined to produce a mean percentage of child behavior per classroom type and condition" (Chandler et al., 1999, p. 108). The ecobehavioral data for the classroom settings were presented as the mean percentage of strategies employed by type of classroom across conditions. A multivariate analysis of variance was used to compare the five child behavior

variables across conditions of time, types of classroom, and conditions and classroom type interaction (p. 108). The results of this study by Chandler et al. (1999) were positive. Challenging behavior within each at-risk and special education classroom decreased during intervention and was maintained at low levels during the four-week maintenance period. Nonengagement decreased in each at-risk classroom and in the majority of special education classrooms. Chandler et al. also found an increase in active engagement and peer interaction within each experimental setting during the intervention. Chandler et al. concluded that school teams could be effectively trained to conduct functional assessments. Team success was associated with training to develop behavioral competence and the provision of follow-up consultation.

Recruiting Positive Teacher Attention

Alber, Heward, and Hippler (1999) studied the effects of training students with learning disabilities to recruit teacher attention. The participants, four sixth grade students (three with learning disabilities and one with low achievement in math), were enrolled in a large suburban, public middle school. The study was conducted in three classrooms within this school: the special education classroom where the resource room teacher trained the students to recruit teacher attention; the math classroom where data on student recruiting behaviors and teacher attention were collected daily; and, the social studies

classroom where data were collected two or three times per week (p. 256). The math teacher, the social studies teacher, and the class tutor were kept naive of the purpose of the study because their interactions with the students, teacher praise, and instructional feedback, were key dependent variables. Student recruiting, completion of academic work, and accuracy of academic work were also dependent variables.

"A multiple baseline across students design was used to analyze the effects of recruitment training on the frequency of student recruiting, teacher praise, instructional feedback, and academic work productivity in the general education classroom" (Alber et al., 1999, p. 259). The baseline was achieved by observing students in the math classroom and in the social studies classroom while they were working independently or in small groups. The resource room teacher then trained each student individually with regard to recruiting teacher attention. This training involved both instruction and role playing. A morning prompt was given to each individual student just prior to homeroom, and they were given prompting cards with which to track their prompting behavior. At the end of the day, the students individually checked in with the resource teacher and were rewarded as per their recruitment behavior. This reinforcement was initially provided on a daily basis and then phased to intermittent reinforcement in the generalization portion of the study.

The students seldom recruited teacher attention prior to training, but after training the students' recruiting

behavior was noticeably increased. Three out of the four students recruited at a rate of once every ten minutes for the majority of the generalization and maintenance phases of the study. Three of the students received substantially more teacher praise and instructional feedback in the generalization and maintenance phases. Work completion and work accuracy rates for these three students also improved from the phases of baseline to generalization to maintenance. Alber et al. (1999) concluded that students with learning disabilities can be taught to appropriately recruit teacher attention, and this can result in increased academic productivity.

Preventing School Violence

Sugai, Sprague, Horner, and Walker (1999) conducted a preliminary study of the use of office discipline referrals to assess and monitor school-wide discipline intervention. Office discipline referrals were collected from eleven elementary schools (grades kindergarten to 6) and nine middle/junior high schools (grades 6 to 9) across seven school districts in two Western states. The schools were selected for inclusion in this study on the basis of their desire to improve their school discipline systems, their willingness to provide data for inclusion in a broad database, and the existence of an established system for collecting and maintaining office discipline referrals. Each school maintained a database which was developed from individual written office referrals which included

information regarding student name, date, location, referring teacher, primary rule violation, and the consequence assigned for the incident. The schools were asked to report specific information to calculate data (see Tables 4 and 5).

The results of this study by Sugai et al. (1999) are separated into elementary school and middle/junior high school statistics. The elementary schools averaged 567 students per year with a mean of only 0.5 office referrals per student per year, and 1.7 office referrals per school day. An average of only 21% of the elementary school body received one or more office referrals per year, and only three of the schools in the study reported more than 1% of their students with ten or more referrals. On average, 59% of the total referrals are accounted for by the 5% of the student body with the highest level of discipline referrals. The picture is different at the middle school/junior high level. Middle/junior high schools averaged 635 students per year with an annual mean of 1,535.5 office referrals. Each student in the middle schools received, on average, 2.4 office referrals, and the schools averaged 8.6 discipline referrals per school day. An average of 47.6% of the students were sent to the office at least once in the school year, and 5.4% were referred ten or more times. The 5% of the students with the most office referrals accounted for an average of 40.4% of all referrals. Sugai et al. (1999) summarized the office discipline referral data from twenty elementary and middle/junior high schools to illustrate how patterns might

Table 4

School Information

1.	The grade levels in their school
2.	The number of students per school year
3.	The number of office discipline referrals/school year
4.	The number of school days per school year
5.	The number of students with one or more office referrals, five or more referrals, and ten or more referrals
6.	The number and proportion of referrals from the five percent of students with the most office referrals

Table 5

Calculated Statistics Using the Data

1.	The mean number of office discipline referrals per student attending school
2.	The mean number of office referrals per student who received at least one referral
3.	The average number of office discipline referrals per school day
4.	The proportion of students with one or more, and ten or more, referrals
5.	The proportion of all referrals accounted for by the five percent of students with the most office discipline referrals

be used to assess the need for developing universal (primary), selected (secondary), and targeted (tertiary)

intervention systems. See previous sections of this paper for specific information on using specific data patterns to select levels of intervention.

Limitations of Current Research

To date, the results of most of the EBS studies were not gathered within a strict experimental design. Decreases in office referrals may be documented, but it cannot be asserted that these decreases were due to EBS activities. Relationships cannot be concluded with regard to any one intervention procedure. Researchers have tended to use a combination of intervention strategies when trying to positively affect behavior in school with the EBS approach. This problem is further compounded by the reality that schools are fluid, changing environments where it is impossible to control all of the variables that need to be controlled in experimental studies. Behavior is very complex and the quality of the interactions between staff and students has not been recorded. The behavior of individual staff members varies, despite having undergone a certain degree of training.

Although the results of the studies indicate that educators can reduce problem behavior through proactive means, the actual long-term effects of the interventions on reducing the prevalence and incidence of antisocial behavior patterns are unknown (Lewis et al., 2000, p. 8). The data cannot be considered conclusive, and researchers cannot assume that positive results obtained in one specific school

will apply to other schools. Nor can researchers assume that behavior taught to the students will generalize to other settings. Individual elementary schools have features that may or may not be similar to other schools, and the individualized nature of the application of the EBS approach accentuates that idiosyncratic nature of the results (Lewis et al., 2000).

The use of office discipline referrals as a data source has certain specific limitations. As the integrity of the office discipline referral monitoring system is weakened, so is the integrity of the data to inform decision making (Sugai et al., 1999). Defining the variables is a problem: One school's definition of office referable behavior may be another school's definition of a classroom teacher's responsibility. In addition, Sugai et al. (2000) state that a relatively small number of schools were used in their office referral study.

Future Research Questions

Although preliminary research into the application of EBS practices in regular education settings is presenting promising outcomes, there is a great need for empirical research in this area (Weigle, 1997). Investigations into the applications of the various features of EBS may provide support for its wide-spread use in regular education settings.

Specific procedures in various studies should be replicated across schools in terms of size, demographic

region, grade level, and student/teacher demographic characteristics (Chandler et al., 1999). Studies involving team training should be replicated with different trainers in order to add validity to training packages. It would also be helpful to increase the size of the studies by using more students, classrooms, teachers, and schools.

Studies should be conducted that measure the impact of specific interventions separately (Colvin et al., 1997). Strategies that can increase the likelihood that generalized responding occurs with both teachers and students across multiple settings or contexts require further investigation. Future research should examine the impact of a team-driven approach with active student involvement in the assessment, design, and implementation of interventions (Todd et al., 1998). Future research might examine a variety of consultative support models. The positive and negative nature of interactions should also be investigated. In the case of office referrals, studies need to be conducted to determine if the identification of patterns actually result in improved school behavior management (Sugai et al., 2000).

Recruiting research would be strengthened by descriptive data on the rates and types of recruiting responses used by general education students and on the frequency and type of praise, attention, and instructional feedback teachers provide to typical students. Such peer comparison data would provide important social validation for determining the

parameters and success of recruitment training (Alber et al., 1999).

Questions that remain unanswered include:

1. What policies must change to support EBS, and how can they best be changed (Weigel, 1997)?
2. What best motivates teachers and administrators to change and remain committed to the change process (Weigel, 1997)?
3. What extent of inclusion is best for which students (Weigel, 1997)?
4. How can schools assess the various behavioral systems in their schools (Taylor-Greene et al., 1997)?
5. How can faculty efficiently develop practical strategies for addressing behavioral deficits (Taylor-Greene et al., 1997)?
6. What staffing structures are needed for initiating and sustaining effective practices (Taylor-Greene et al., 1997)?
7. How can we effectively address the challenges of those students with chronic patterns of behavior problems (Taylor-Greene et al., 1997)?
8. How can schools change to be more effective with growing numbers of students who have behavioral challenges (Taylor-Greene et al., 1997)?
9. What is the specific nature of the link between academic and behavioral failure (Taylor-Greene et al., 1997)?

10. How can educators increase the effectiveness of more direct interventions designed to address the needs of students with chronic behavior problems?

Research Procedures

The primary method by which this research was conducted was through the use of a descriptive survey. A four-page EBS survey was used to describe the incidence, frequency, and distribution of the use of EBS features in the Coast Mountains School District (see appendix I). The Superintendent of the Coast Mountains School District supported this study, and it was adopted as a District Research Project. The researcher presented this research project at a school district management meeting. The purpose of the presentation was to ensure that school administrators were fully informed of the project's details and procedures so that they could assist in the completion of the surveys in a timely and facilitative fashion.

The EBS survey was distributed early in March to every school within the Coast Mountains School District. The survey was accompanied by a letter of introduction from the Superintendent (see Appendix N) and a one-page form for the collection of demographic information (See Appendix O). In late March, a deadline reminder was faxed to the schools and two sets of phone calls were subsequently made to schools

with surveys outstanding. The surveys were filled out by school administrators and collection was completed by March 28, 2002.

Collected surveys were collated to determine how many Coast Mountains' schools are implementing which EBS features and to what degree. The analysis procedures implemented in this research report are modeled after the analysis procedures used by Mirenda (2000) in her evaluation of British Columbia's EBS schools (see Appendix P). The analysis questions included: Are specific features "In Place, "Partially In Place", or "Not in Place"? and, Are they seen as a "High Priority", a "Medium Priority", or a "Low Priority"? Percentage values of 67 or more are considered important for those features reported to be "In Place". Percentage values of 33 or more are considered to be important for those features reported to be "Not in Place" or "High Priority". These cutoff points were considered to be important as they replicate the cutoff points used by Mirenda in her EBS research (p. 19). It is important to note that the survey results were rounded to the nearest whole number. This procedure resulted in some discrepancies in the resulting percentages when they are added together. This is an unavoidable effect of the rounding procedure. The results are presented in this project as a combination of text, tables, and figures. This report will be submitted to the District as part of a management presentation, and individual schools will be provided with individual feedback as requested.

Results

Demographic Information

There was a return rate of 93% for the surveys in this research. Of the 30 schools to which surveys were sent, 28 returned completed surveys by March 28, 2002 (see Table 6). To insure confidentiality, the demographic information reported in this research is limited to indicating how many schools are implementing EBS, how long these schools have been using EBS, the EBS training schools have participated in, and what other behavior programs the schools are implementing.

Of the schools surveyed, 14 out of 28 (50%) report that they are implementing EBS. The length of implementation ranges from seven months to six years. A majority of the schools that are implementing EBS (13 out of 14, 93%), have participated in one or more EBS training activities. The EBS training activities that these schools may have participated in include half-day and whole-day EBS workshops, two-day training sessions, a two-day summer institute, visits to successful EBS schools, and attendance at the annual EBS conference in Vancouver.

Seven out of 14 (50%) EBS schools report that they are implementing additional behavior programs. Of the fourteen schools that are not using EBS, eight (57%) report that they are using either components of EBS or some other behavior program. Additional behavior programs include *Second Step*,

Table 6

Summary of Demographic Information

School	EBS?	How Long?	EBS Training	Other Behavioral Programs Implemented
School 1	No			
School 2	No			Anti-bullying program, positive office referrals, Saturday school
School 3	Yes	1 year	Workshops, visits to successful EBS schools	
School 4	No			Many of the components of EBS
School 5	No			Some EBS techniques
School 6	Yes	1 1/2 years	Two-day training	*Second Step, Getting Along With Others*
School 7	No			School-wide behavior plan
School 8	Yes	7 months	1 introductory workshop	
School 9	Yes	7 months	1 introductory workshop	
School 10	No			
School 11	Yes	6 years		*Second Step, Conseil de Cooperation*
School 12			2 half-day workshops	School-wide *Lions Quest* Program
School 13	Yes	5 years	Workshops and refreshers, CASE, EBS conference	
School 14	Yes	1 year	Workshops, planning session	*Bully-Proofing Your School*
School 15	No			
School 16	No			Students sign contract/policy
School 17	Yes	1 1/2 years	Workshops, EBS conference	
School 18	No			School code of conduct
School 19	Yes	7 months	Two-day Summer institute, EBS conference	*Second Step*
School 20	Yes	2 1/2 years	Workshops	*Second Step, Getting Along With Others*
School 21	Yes		1 workshop	*Second Step, Focus on Bullying*
School 22	No			
School 23	Yes	1 year	1 workshop	*Second Step, Focus on Bullying*
School 24	Yes		Individuals have attended workshops	Discipline tracking system
School 25	No			
School 26	No			
School 27	Yes	4 years	1 inservice	Daily evaluation of work and behavior
School 28	No			*Focus on Bullying, Second Step, Tribes*

Lions Quest, Getting Along With Others, Conseil de Cooperation, Bully-Proofing Your School, Focus on Bullying, and *Tribes.* Other behavior strategies reported included positive office referrals, Saturday school, school-wide behavior programs, contracts and policies, school code of

conduct, discipline tracking systems, and daily evaluation of work and behavior.

The School-Wide System

The current status and improvement priority of EBS procedures and processes in the school-wide system as reported by survey respondents are displayed in Table 7. The components that were rated as being "In Place" in two-thirds or more of schools and those rated as "Not in Place" in one-third or more are in bold (Mirenda, 2000). Also in bold are those elements that were rated as "High Priority" for improvement by one-third or more of the schools.

Four components were described as being "In Place" by two-thirds or more of schools: "A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined" (71% in place); "Expected student behaviors are rewarded regularly" (68% in place); "School administrator is an active participant on the behavior support team" (82% in place); and, "School has formal strategies for informing families about expected student behaviors at school" (68% in place). An additional nine elements were described as being "In Place" or "Partially in Place" by 67% or more of schools.

Three school-wide components were reported as "Not in Place" in one-third or more of the schools: "Staff members receive regular (monthly/quarterly) feedback on behavior patterns" (46% not in place); "Booster training activities for students are developed, modified, and conducted based on

Table 7

School-Wide Systems

Current Status				Feature	Improvement Priority			
% in place	% Part. in Place	% Not in Place	# No Resp	**School-wide** is defined as involving all students, all staff & all settings.	# No Resp	% High	% Med.	% Low
71	11	18	0	1. A small number (e.g. 3 –5) of positively & clearly stated student expectations or rules are defined.	5	22	13	65
50	46	4	0	2. Expected student behaviors are taught directly.	4	**33**	29	38
68	21	11	0	3. Expected student behaviors are rewarded regularly.	4	17	29	54
64	29	7	0	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	6	5	55	41
57	39	4	0	5. Consequences for problem behaviors are defined clearly.	6	23	27	50
61	29	11	0	6. Distinctions between office and classroom-managed problem behaviors are clear.	5	22	22	57
64	29	7	0	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	5	13	35	52
75	21	4	0	8. Procedures are in place to address emergency/dangerous situations.	6	18	18	64
50	21	29	0	9. A team exists for behavior support planning and problem solving.	3	28	32	40
82	11	7	1	10. School administrator is an active participant on the behavior support team.	5	26	4	70
29	25	**46**	0	11. Staff receive regular (monthly) feedback on behavior patterns.	2	27	42	31
68	25	7	0	12. School has formal strategies for informing families about expected student behaviors at school	4	21	42	38
7	14	**79**	0	13. Booster training activities for students are developed, modified, and conducted based on school data.	5	22	48	30
11	36	**54**	0	14. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	3	28	48	24
57	32	11	0	15. All staff are involved directly and/or indirectly in school-wide interventions.	4	29	25	46

school data" (79% not in place); and, "School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning" (54% not in place).

None these three elements were considered to be of "High Priority" for improvement in at least one-third of the schools. The one element that was assigned "High Priority" for improvement was #2: "Expected student behaviors are taught directly" (33%). However, when both "High Priority" and "Medium Priority" for improvement categories are combined, all elements except for one are considered to have some improvement priority by one-third or more of the schools. The one element that was excluded was #10: "School administrator is an active participant on the behavior support team".

The Non-Classroom System

The current status and improvement priority of EBS procedures and processes in the non-classroom system as reported by survey respondents is displayed in Table 8. The components that were rated as being "In Place" in two-thirds or more of schools and those rated as "Not in Place" in one-third or more are in bold (Mirenda, 2000). Also in bold are those elements that were rated as "High Priority" for improvement by one-third or more of the schools.

Two components were reported as being "In Place" in two-thirds or more of schools: "School-wide expected student behaviors apply to non-classroom settings" (93% in place);

Table 8

Non-Classroom Systems

Current Status				Feature	Improvement Priority			
% in place	% Part. in Place	% Not in Place	# No Resp	**Non-classroom** settings are defined as particular times or places where supervision is emphasized (e.g. Hallways, cafeteria, playground, bus).	# No Resp	% High	% Med.	% Low
93	7	0	0	1. School-wide expected student behaviors apply to non-classroom settings.	5	17	22	61
61	36	4	0	2. School-wide expected student behaviors are taught in non-classroom settings.	4	29	21	50
93	7	0	0	3. Supervisors actively supervise (move, scan & interact with) students in non-classroom settings.	5	26	17	57
50	25	25	0	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	5	17	35	48
41	37	22	1	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, (c) inappropriate access to & exit from school grounds.	5	4	26	70
63	30	7	1	6. Rewards exist for meeting expected student behaviors in non-classroom settings.	4	4	29	67
21	36	**43**	0	7. Staff receives regular opportunities for developing and improving active supervision skills.	3	12	52	36
26	22	**52**	1	8. Status of student behavior and management practices are evaluated quarterly from data.	3	24	40	36
64	29	7	0	9. All staff members are involved directly or indirectly in management of non-classroom settings.	4	13	33	54

and, "Supervisors actively supervise (move, scan, & interact) students in non-classroom settings" (93% in place). An additional five elements were described as being "In Place" or "Partially in Place" by 67% or more of schools.

Two non-classroom system components were reported as "Not in Place" in one-third or more of the schools: "Staff

receive regular opportunities for developing and improving active supervision skill" (43% not in place); and, "Status of student behavior and management practices are evaluated quarterly from data" (52% not in place).

None of the non-classroom elements were considered to be of "High Priority" for improvement in at least one-third of the schools. However, when both "High Priority" and "Medium Priority" for improvement categories are combined, all elements except for one are considered to have some improvement priority by one-third or more of the schools. The one element that was left out was #5: "Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, (c) inappropriate access to & exit from school grounds".

The Classroom System

The current status and improvement priority of EBS procedures and processes in the classroom system as reported by survey respondents are displayed in Table 9. The components that were rated as being "In Place" in two-thirds or more of schools and those rated as "Not in Place" in one-third or more are in bold (Mirenda, 2000). Also in bold are those elements that were rated as "High Priority" for improvement by one-third or more of the schools.

Six classroom system components were reported as being "In Place" in two-thirds or more of schools: "Expected student behavior & routines in classrooms are stated

Table 9

Classroom Systems

Current Status				Feature	Improvement Priority			
% In Place	% Part. In Place	% Not In Place	# No Resp.	**Classroom** settings are defined as instructional settings in which teacher(s) supervise and teach groups of students.	# No Resp.	% High	% Med.	% Low
82	19	0	1	1. Expected student behavior & routines in classrooms are stated positively and defined clearly.	7	23	23	54
67	33	0	1	2. Problem behaviors are defined clearly.	7	27	18	55
75	18	7	0	3. Expected student behavior & routines in classrooms are taught directly.	6	22	26	52
56	40	4	3	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	7	27	36	36
69	19	12	2	5. Problem behaviors receive consistent consequences.	8	**33**	29	38
63	33	4	1	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	8	28	24	48
60	36	4	3	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	9	20	35	45
72	21	7	0	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	4	21	33	46
42	42	15	2	9. Students experience high rates of academic success.	4	**44**	40	16
25	50	25	0	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	4	25	50	25
75	25	0	0	11. Transitions between instructional & non-instructional activities are efficient & orderly.	5	8	38	54

positively & defined clearly" (82% in place); "Problem behaviors are defined clearly" (67% in place); "Expected student behavior & routines in classrooms are taught directly" (75% in place); "Problem behaviors receive consistent consequences" (69% in place); "Instruction &

curriculum materials are matched to student ability (math, reading, language)" (72% in place); and, "Transitions between instructional & non-instructional activities are efficient & orderly" (75% in place). The remaining five classroom elements were described as being "In Place" or "Partially in Place" by 67% or more of schools.

Although no classroom components were found to be "Not in Place" by one-third or more schools, two components were indicated to be "High Priority" for improvement by one-third or more of the schools: "Problem behaviors receive consistent consequences" (33); and, "Students experience high rates of academic success" (44%). As well, when both "High Priority" and "Medium Priority" for improvement categories are combined, all classroom elements are considered to have some improvement priority by one-third or more of the schools.

The Individual Student System

The current status and improvement priority of EBS procedures and processes in the individual student system as reported by survey respondents are displayed in Table 10. The components that were rated as being "In Place" in two-thirds or more of schools and those rated as "Not in Place" in one-third or more are in bold (Mirenda, 2000). Also in bold are those elements that were rated as "High Priority" for improvement by one-third or more of the schools.

Only one item was rated as "In Place" in two-thirds or more of the schools: "Significant family and community

Table 10

Individual Student Systems

Current Status				Feature	Improvement Priority			
% in place	% Part. in Place	% Not in Place	# No Resp.	Individual student systems are defined as specific supports for students who engage in chronic problem behaviors.	# No Resp.	% High	% Med.	% Low
38	42	21	4	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	5	**35**	30	35
56	32	12	3	2. A simple process exists for teachers to request assistance.	5	22	26	52
4	32	**64**	3	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	4	**33**	46	20
23	19	**58**	3	4. Behavior support team includes an individual skilled at conducting functional behavioral assessments.	8	**33**	38	29
0	25	**75**	5	5. Local resources are used to conduct functional assessment-based behavior support planning (10 hrs./week/student).	7	18	46	36
74	26	0	1	6. Significant family and community members are involved when appropriate & possible.	6	4	44	52
4	19	**77**	2	7. School includes formal opportunities for families to receive training on behavioral support & positive parenting strategies.	4	25	46	29
19	30	**52**	1	8. Behavior is monitored & feedback is provided regularly to the behavior support team & relevant staff.	3	26	57	17

members are involved when appropriate & possible" (74% in place). Two other elements were described as being "In Place" or "Partially in Place" by 67% or more of schools.

Five components were rated as "Not in Place" in one-third or more of the schools: "A behavior support team responds promptly (within 2 working days) to students who present behavior problems" (64% not in place); "Behavioral support team includes an individual skilled at conducting

functional behavioral assessment" (58% not in place); "Local resources are used to conduct functional assessment- based behavior support planning" (75% not in place); "School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies" (77% not in place); and, "Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff" (52% not in place).

Of these five components which were seen as being "Not in Place" by one-third or more of the schools, only two were identified as being "High Priority" for improvement: "A behavior support team responds promptly (within 2 working days) to students who present behavior problems" (33%); and, "Behavioral support team includes an individual skilled at conducting functional behavioral assessment" (33%). One other element was also identified as a "High Priority" for improvement: "Assessments are conducted regularly to identify students with chronic problem behaviors" (35%). When both "High Priority" and "Medium Priority" for improvement categories are combined, all individual student elements are considered to have some improvement priority by one-third or more of the schools.

Comparison to British Columbia's EBS Schools

Coast Mountains' schools appear to be in line with British Columbia's EBS schools in three out of the four EBS systems (see Appendix M). Coast Mountains' schools identified eight school-wide components that were either "In Place",

"Not in Place", or "High Priority" for improvement. Six of these (75% agreement) were similarly identified by British Columbia's EBS schools (Mirenda, 2000). Coast Mountains' schools identified four non-classroom components as either "In Place" or "Not in Place". All four of these (100% agreement) components were similarly identified by British Columbia's EBS schools (Mirenda, 2000). Nine components in the individual student system were identified as "In Place", "Not in Place", or "High Priority" for improvement in Coast Mountains' schools. Six of these (67% agreement) components were similarly identified by British Columbia's EBS schools. Coast Mountains' schools differed from British Columbia's schools in their response to survey items for the classroom system. Of the nine components identified as "In Place", "Not in Place", or "High Priority" for improvement by Coast Mountains' schools, only two (25% agreement) were similarly identified by British Columbia's EBS schools. More specific comparisons between Coast Mountains' schools and British Columbia's EBS schools will be made in the next section.

Discussion

Conclusions

It appears that a majority of Coast Mountains' schools have either officially adopted EBS or are using components of the program in conjunction with other behavior programs.

Coast Mountains' schools which are participating in the EBS initiative are attending half-day and whole-day EBS workshops as well as two-day training sessions, summer institutes, and the annual EBS conference in Vancouver. It can be anticipated that the number of Coast Mountains' schools that consider themselves to be EBS, or utilize a number of EBS processes and procedures, will continue to increase as four administrators informally wrote notes on their surveys indicating their school's intention to begin working with EBS within the next school year.

Coast Mountains' schools have 80% of the school-wide EBS processes and procedures either "In Place" or "Partially in Place". British Columbia's EBS schools report very similar findings for this subsystem (Mirenda, 2000). Most schools have a small number of positively stated rules (school-wide system #1, 71% "In Place"), and they reward expected student behavior regularly (school-wide system #3, 68% "In Place"). School administrators are active participants in behavior support programs (school-wide system #10, 82% "In Place"). Most schools also report that they have formal strategies for informing families of the behavior that is expected of the students who attend their schools (school-wide system #12, 68% "In Place").

In the non-classroom system, Coast Mountains' schools report good success with two EBS components. School-wide expected behaviors are being applied to non-classroom settings (non-classroom system #1, 93% "In Place"), and

supervisors are utilizing active supervision skills (non-classroom system #3, 93% "In Place"). Although these two strengths are in line with British Columbia's findings for the non-classroom system (Mirenda, 2000), Coast Mountains' schools are behind the provincial EBS schools in terms of providing rewards for expected student behaviors in non-classroom settings (non-classroom system #6, 63% "In Place") and engaging all staff members either directly or nondirectly in non-classroom system management (non-classroom system #9, 64% "In Place").

Coast Mountains' schools reported a great deal of success with the implementation of EBS processes and procedures in the classroom system. The components of this subsystem were found to be "In Place" in six areas, and the remaining components were very close to being rated "In Place". Overall, it would appear that class teachers utilize EBS behavior management strategies. British Columbia's EBS schools report less success in the classroom system with no components identified as being "In Place". As well, British Columbia's EBS schools identified six classroom components as "High Priority" for improvement while Coast Mountains' school identified only two for improvement. Coast Mountains' schools report that problem behaviors could be dealt with more consistently (classroom system #5, 33% "High Priority") and students could experience more academic success (classroom system #9, 44% "High Priority").

The one procedure that was found to be "In Place" in the individual student system was the involvement of family and community members when possible and appropriate (individual student system #6, 74% "In Place"). The individual student subsystem received the largest number of "Not in Place" and "High Priority" for improvement ratings. These results were very much in line with British Columbia's EBS schools (Mirenda, 2000). The specific concerns appeared to relate to "the need for a readily available behavior support team with trained and experienced personnel who are able to conduct functional assessments and initiate behavior support plans for students with chronic behavior problems" (Mirenda, 2000, p. 29). There is a great need for staff support and additional training for personnel in functional assessment processes and procedures (Mirenda, 2000).

The survey data suggest that the schools in the Coast Mountains School District do not have procedures and processes in place for data collection and the regular evaluation of outcomes (school-wide system #11, 46% "Not in Place; school-wide system #13, 79% "Not in Place"; non-classroom system #8, 52% "Not in Place"; and, individual student system #8 52% "Not in Place"). This need for better data collection and monitoring to assess progress and make adjustments to procedures and processes is in line with Mirenda's findings for British Columbia's EBS schools (2000).

There appears to be a lack of funding at the school level for EBS (school-wide system #14, 54% "Not in Place").

Although this issue was identified as "Not in Place" by 54% of the schools, only 28% identified it as a "High Priority". This issue may have an impact on the probability that EBS will continue to be implemented in Coast Mountains' schools over time. British Columbia's EBS schools also identified this concern (Mirenda, 2000).

There was some indication that Coast Mountains' schools are concerned about the amount of training students receive with regard to expected behaviors (school-wide system #13, 79% "Not in Place"; and, school-wide system #2, 33% "High Priority"). This concern is shared by British Columbia's EBS schools. It is important to recognize the possible need for an increased focus on the direct instruction of expected behaviors in all school settings (Mirenda, 2000).

Two additional training concerns, also in line with British Columbia's EBS schools' findings (Mirenda, 2000), emerged from the survey results. There is a need for staff to receive regular opportunities for developing and improving their active supervision skills (non-classroom system #7, 43% "Not in Place"). There is also a lack of opportunities for families to receive training for positive parenting strategies or behavior support process and procedures (individual student system #7, 77% "Not in Place"). Although these components were not identified as "High Priority" for improvement, they are important areas to address (Mirenda, 2000).

Summary

Coast Mountains' schools appear to strongly support the implementation of EBS and the processes and procedures that comprise this initiative's four subsystems. There are indications that as EBS continues to spread provincially it will gather increasing support in the Coast Mountains School District. Coast Mountains' schools appear to have strong administrative support at both the individual school level and at the district level. Evidence of this support is provided by the endorsement of the Superintendent for this project, the high rate of survey returns, and the large number of schools that have an active administrator involved in behavior management programming.

A number of the school-wide system components are being implemented. Most schools have identified a small number of positive school rules and they are rewarding students regularly for demonstrating expected behaviors. Most schools also have formal methods for informing families of the expected student behaviors at school. A large number of school-wide system components are moving towards being fully implemented, and it appears that a number of school-wide features are being applied to non-classroom systems (Mirenda, 2000).

Coast Mountains' schools have indicated several areas in need of further EBS development. Schools need to establish efficient data collection systems, and these systems need to form the basis for evaluating the success of the procedures

and processes being implemented (Mirenda, 2000). The weakest system for Coast Mountains' schools was the individual student system. The concerns in this system appeared to be centered around the need for access to a fully functioning behavior support team and access to personnel trained in functional assessment (Mirenda, 2000, p. 68). Increased training also came forth as a need for development. Students were seen as needing training for behavioral expectations, staff were seen as needing training for active supervision skills, and families were seen as needing access to training in positive parenting and behavior support strategies. Finally, specific funding for EBS is not available in most schools. The lack of specific funding for EBS will likely have a negative impact on the ability of this initiative to be maintained over time (Mirenda, 2000).

The EBS model for providing behavioral support to both students and teachers within schools is potentially very promising, and Coast Mountains' schools are very much in line with the progress British Columbia's EBS schools have made in terms of implementing this initiative. It appears that EBS is potentially a powerful approach because its integrated and multi-faceted blend of philosophy and strategies introduces a shift in how educators view problem behaviors and subsequently react to them. Given the challenges our schools are facing, this proactive shift is timely.

References

Alber, S. R., Heward, W. L., & Hippler, B. J. (1999). Teaching middle school students to recruit positive teacher attention. *Exceptional Children, 65* (2), 253-270.

Ballantyne, B. (1999). The year of living EBS. *Adminfo.* Website URL:http://www.bcpvpa.bc.ca/adminfo/ebs.html

Burnette, J., McLane, K., & Orkwis, R. (1997). School-wide behavioral management systems. *Research Connections in Special Education, 1* (1), 1-8.

Chandler, L. K., Dahlquist, C. M., Repp, A. C., & Feltz, C. (1999). The effects of team-based functional assessment on the behavior of students in classroom settings. *Exceptional Children, 66* (1), 101-122.

Chapman, D., & Hofweber, C. (in press). Effective Behavior Support in British Columbia. *Journal of Positive Behavioral Interventions.*

Colvin, G., & Fernandez, B. (in press). Sustaining Effective Behavior Support systems in an elementary school: Keeping the plan operating for almost a decade. *Journal of Positive Behavioral Support.*

Colvin, G., Kameenui, E. J., & Sugai, G. (1993). Reconceptualizing behavior management and school-wide discipline in general education. *Education and Treatment of Children, 16* (4), 361-381.

Colvin, G., & Lazar, M. (1997). *The effective elementary classroom: Managing for success.* Longmont, CO: Sopris West.

Colvin, G., & Sugai, G. (1988). Proactive strategies for managing social behavioral problems: An instructional approach. *Education and Treatment of Children, 11* (4), 341-348.

Colvin, G., Sugai, G., Good, R. H., & Lee, Y. (1997). Using active supervision and precorrection to improve transition behaviors in an elementary school. *School Psychology Quarterly, 12* (4), 344-363.

Committee for Children (1991). *Second step: A violence prevention curriculum.* Seattle, WA: Author.

Dunlap, G., & Hieneman, M. (1999). Issues in conducting functional assessments efficiently and effectively. [Monograph]. *Developing Positive Behavioral Support*

for Students With Challenging Behavior. Third Mini-Library Series on Emotional/Behavioral Disorders.

Dunlap, G., Hieneman, M., Knoster, T., Fox, L., Anderson, J., & Albin, R. W. (2000). Essential elements of inservice training in positive behavior support. *Journal of Positive Behavior Support, 2* (1), 22-32.

Fitzsimmons, M. K. (1998). School-wide behavioral management systems. (Report No. EDO-EC-98-1). Reston, VA: The Council for Exceptional Children. (ERIC Document Reproduction Service No. E563)

Hofweber, C. (1999). Effective behavioral supports in the schools: Considerations for district and school based administrators. [Monograph]. *Developing Positive Behavioral Support for Students With Challenging Behavior*. Third Mini-Library Series on Emotional/Behavioral Disorders.

Hofweber, C., & Janzen, E. (2000). Farewell, my referral. *Adminfo*, 8-9.

Horner, R. H., Sugai, G. (in press). School-wide behavior support. *Journal of Positive Behavioral Support.*

Horner, R. H., & Sugai, G. (1999). Developing positive behavioral support systems [Monograph]. *Developing Positive Behavioral Support for Students With challenging Behavior*. Third Mini-Library Series on Emotional/Behavioral Disorders.

Jackson, N. F., Jackson, D. A. & Munroe, C. (1983). *Getting along with others: Teaching social effectiveness to children*. Champaign, IL: Research Press.

Kameenui, E. J., & Darch, C. B. (1995). *Instructional classroom management: A proactive approach to behavior management*. New York: Longman.

Langland, S., Lewis-Palmer, T., & Sugai, G. (1998). Teaching respect in the classroom: an instructional approach. *Journal of Behavioral Education, 8* (2), 245-262.

Lewis, T. J., Colvin, G., & Sugai, G. (2000). The effects of pre-correction and active supervision on the recess behavior of elementary students. *Education and Treatment of Children, 23* (2), 109-121.

Lewis, T. J., & Sugai, G. (1999). Effective Behavior Support: A systems approach to proactive schoolwide [sic] management. *Focus on Exceptional Children, 31* (6), 1-24.

Lewis, T. J., Sugai, G., & Colvin, G. (1998). Reducing problem behavior through a school-wide system of effective behavioral support: Investigation of a school-wide social skills training program and contextual interventions. *School Psychology Review, 27* (3), 446-459.

Lewis-Palmer, T., Sugai, G., & Larson, S. (1999). Using Data to guide decisions about program implementation and effectiveness: An overview and applied example. *Effective School Practices, 17* (4), 47-53.

Lohrmann-O'Rourke, S., Knoster, T., & Llewellyn, G. (1999). Screening for understanding. *Journal of Positive Interventions, 1* (1), 35-42.

Lohrmann-O'Rourke, S., Knoster, T., Sabatine, K., Smith, D., Horvath, B., & Llewellyn, G. (in press). School-wide application of positive behavior support in the Bangor Area school district. *Journal of Positive Behavioral Support.*

Mirenda, P. (2000). *EBS evaluation project.* BC CASE and BC Ministry of Education, Special Programs Branch.

Nakasato, J. (in press). Data-based decision making in Hawaii's behavior support effort. *Journal of Positive Behavioral Support.*

Nelson, R., & Sugai, G. (1999). School-wide application of positive behavioral supports. [Monograph]. *Developing Positive Behavioral Support for Students With Challenging Behavior.* Third Mini-Library Series on Emotional/Behavioral Disorders.

Nersesian, M., Todd, A. W., Lehmann, J., & Watson, J. (in press). School-wide behavior support through district-level systems change. *Journal of Positive Behavioral Support.*

O'Neil, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional assessment and program development for problem behavior.* Pacific Grove: Brooks/Cole Publishing Company.

Sadler, C. (in press). Implementation of Effective Behavior Support at the district level in Tigard-Tualatin school district. *Journal of Positive Behavioral Support.*

Scott, T. M., & Nelson, C. M. (1999). Universal school discipline strategies: Facilitating positive learning environments. *Effective School Practices, 17* (4), 54-64.

Siegel, L., & Ladyman, S. (2000). *A review of special education in British Columbia.* British Columbia: Canadian Cataloging in Publication Data.

Sprague, J. R., Sugai, G., Horner, R. H., & Walker, H. M. (1999). Using office discipline referral data to evaluate school-wide discipline and violence prevention interventions. *OSSC Bulletin, 42* (2), 1-19.

Sprague, J. R., Sugai, G., & Walker, H. M. (1998). Antisocial behavior in schools. In T. S. Watson & F. M. Gresham (Eds.), *Handbook of child behavior therapy* (pp. 451-474). New York: Plenum Press.

Strelioff, W. (2000). *Fostering a safe learning environment: How the British Columbia public school system is doing.* British Columbia: Canadian Cataloging in Publication Data.

Sugai, G. (1996). Provide Effective Behavior Support to all students: Procedures and Processes. *SAIL, 11* (1), 1-4

Sugai, G. (1998). Postmodernism and emotional and Behavioral disorders: Distraction or advancement? *Behavioral Disorders, 23* (3), 171-177.

Sugai, G. (2000). *Effective Behavior Support: Overview of practices and processes for school teams.* Unpublished manual, University of Oregon.

Sugai, G., Bullis, M., & Cumblad, C. (1997). Provide Ongoing skill development and support. *Journal of Emotional and Behavioral Disorders, 5* (1), 55-64.

Sugai, G., & Horner, R. (1994). Including students with severe behavior problems in general education settings: Assumptions, challenges, and solutions. *The Oregon Conference Monograph, 6,* 102-120.

Sugai, G., & Horner, R. (1999). Discipline and behavioral support: Practices, pitfalls, and promises. *Effective School Practices, 17* (4), 10-22.

Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Lewis, T. J., Nelson, C. M., Scott, T., Liaupsin, C., Sailor, W., Turnbull, A. P., Turnbull, H. R., Wickman, D., Ruef, M., & Wilcox, B. (1999). *Applying positive behavioral support and functional assessment in schools.* Unpublished technical assistance guide, OSEP Center on Positive Behavioral Interventions and Support.

Sugai, G., Sprague, J. R., Horner, R. H., Walker, H. M. (1999). Preventing school violence: The use of office discipline referrals to assess and monitor school-wide

discipline interventions. *Journal of Emotional and Behavioral Disorders, 8* (2), 94-101.

Taylor-Greene, S., Brown, D., Nelson, L., Longton, J., Gassman, T., Cohen, J., Swartz, J., Horner, R. H., Sugai, G., & Hall. S. (1997). School-wide behavioral support: Starting the year off right. *Journal of Behavioral Education, 7* (1), 99-112.

Taylor-Greene, S. J., & Kartub, D. T. (in press). Durable implementation of school-wide behavior support: The high five program. *Journal of Positive Behavioral Interventions.*

Tobin, T., Sugai, G., & Colvin, J. (2000). Using office referrals to make decisions. *NASSP Bulletin, 84* (616),106-117.

Todd, A. W., Horner, R. H., & Sugai, G. (1998). Effects of self-monitoring and self-recruited praise on problem behavior, academic engagement and work completion in a typical classroom. *Journal of Positive Behavioral Interventions.*

Todd, A. W., Horner, R. H., Sugai, G., & Sprague, J. R. (1999). Effective Behavior Support: Strengthening school-wide systems through a team-based approach. *Effective School Practices, 17* (4) 23- 37.

Turnbull, H. R., Turnbull, A., & Wilcox, B. (1999). IDEA 97 and FBA/PBS: Policy and implementation guidelines. [Monograph]. *Developing Positive Behavioral Support for Students With Challenging Behavior.* Third Mini-Library Series on Emotional/Behavioral Disorders.

Walker, H. M., & Horner. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. *Journal of Emotional and Behavioral Disorders, 4* (4), 194-210.

Waterhouse, T. (2000). *Promoting safer schools: An introduction to Effective Behavior Support.* British Columbia: BC CASE.

Weigle, K. L. (1997). Positive behavior support as a model for promoting educational inclusion. *Journal of the Association for Persons With Severe Handicaps, 22* (1), 36-48.

Appendices

Appendix A.

Foundations and Features of EBS

Behavioral science	Practical Interventions	Lifestyle Outcomes	Systems Perspective
• Human behavior is affected by behavioral, biobehavioral, social and physical environmental factors. • Much of human behavior is associated with unintentional learning opportunities. • Human behavior is learned and can be changed.	• Functional behavioral assessments are used to develop behavior support plans. • Interventions emphasize environmental redesign, curriculum redesign, & removing rewards that inadvertently maintain problem behavior. • Teaching is a central behavior change tool. • Research-validated practices are emphasized. • Intervention decisions are data-based.	• Behavior change must be socially significant, comprehensive, durable, & relevant. • The goal of EBS is enhancement of living and learning options. • EBS procedures are socially and culturally appropriate. Applications occur in least restrictive natural settings. • The fit between procedures and values of students, families, and educators must be contextually appropriate. • Non-aversive interventions (no pain, tissue damage, or humiliation) are used.	• The quality & durability of supports are related directly to the level of support provided by the host environment. • The implementation of practices and decisions are policy-driven. • Emphasis is placed on prevention & the sustained use of effective practices. • A team-based approach to problem solving is used. • Active administrative involvement is emphasized. • Multi-systems (district, school-wide, non-classroom, individual student, family, community) are considered. • A continuum of behavior supports is emphasized.

Note. From "Applying Positive Behavioral Support and Functional Assessments in Schools," by G. Sugai et al., 1999, Unpublished technical guide, p. 7. OSEP Center on Positive Behavioral Interventions and Support.

Appendix B.

Host Environment Features

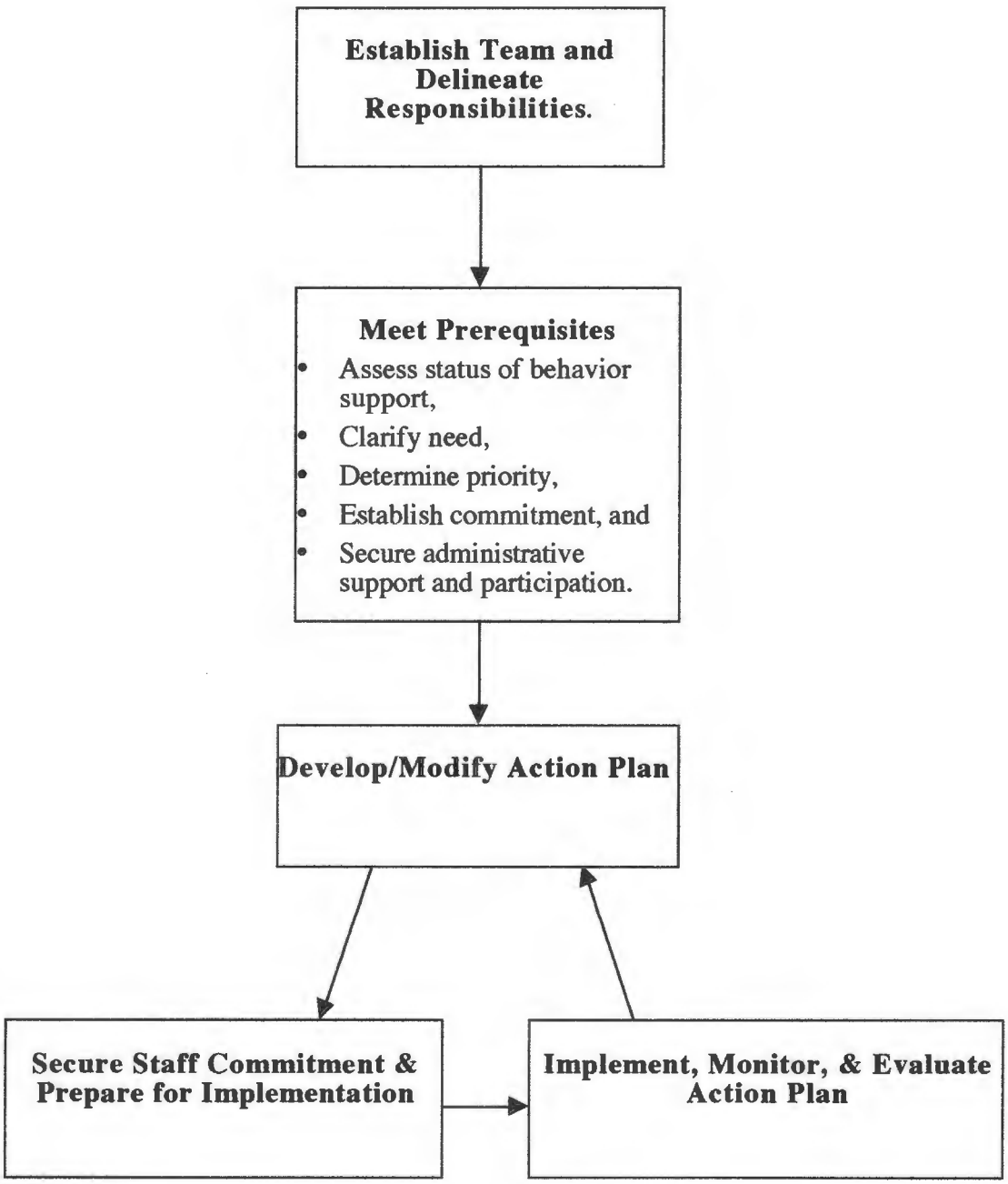
Features of host environments that support the adoption and sustained use of effective practices.

1. Research-Validated Practices Adopted
2. Active Principal Leadership & Participation
3. Endorsement by School by Site Council and/or School Leadership Team
4. School Leadership Team (administrator, grade/department representation, parent, paraprofessional, specialized support staff)
5. Team-Based Strategic Implementation, Monitoring, and Planning
6. Comprehensive Discipline/Behavioral Management System
7. Formative Data-Based Approach to Decision Making
8. Instructional Approach to Teaching, Encouraging, & Discouraging Expected Behavior
9. High Priority Implementation of Action Plan
10. "Full" (85%) Faculty Commitment to Approach & Process
11. Minimum 2-3 Year Commitment to Approach & Process
12. Multi-Systemic Continuum of Behavior Support
13. Behavioral Competence Within Team/School
14. Behavioral Approach
15. Proactive (positive and preventative) Emphasis
16. Regular (at least every 2-4 weeks) Team Meetings
17. School-Home Community Linkages
18. Process for Orientation for New Staff & Team Members
19. Written Policies

Note. From "Effective Behavior Support: Overview of Practices and Processes for School Teams," by G. Sugai, 2000, Unpublished manual, unnumbered pages, University of Oregon.

Appendix C.

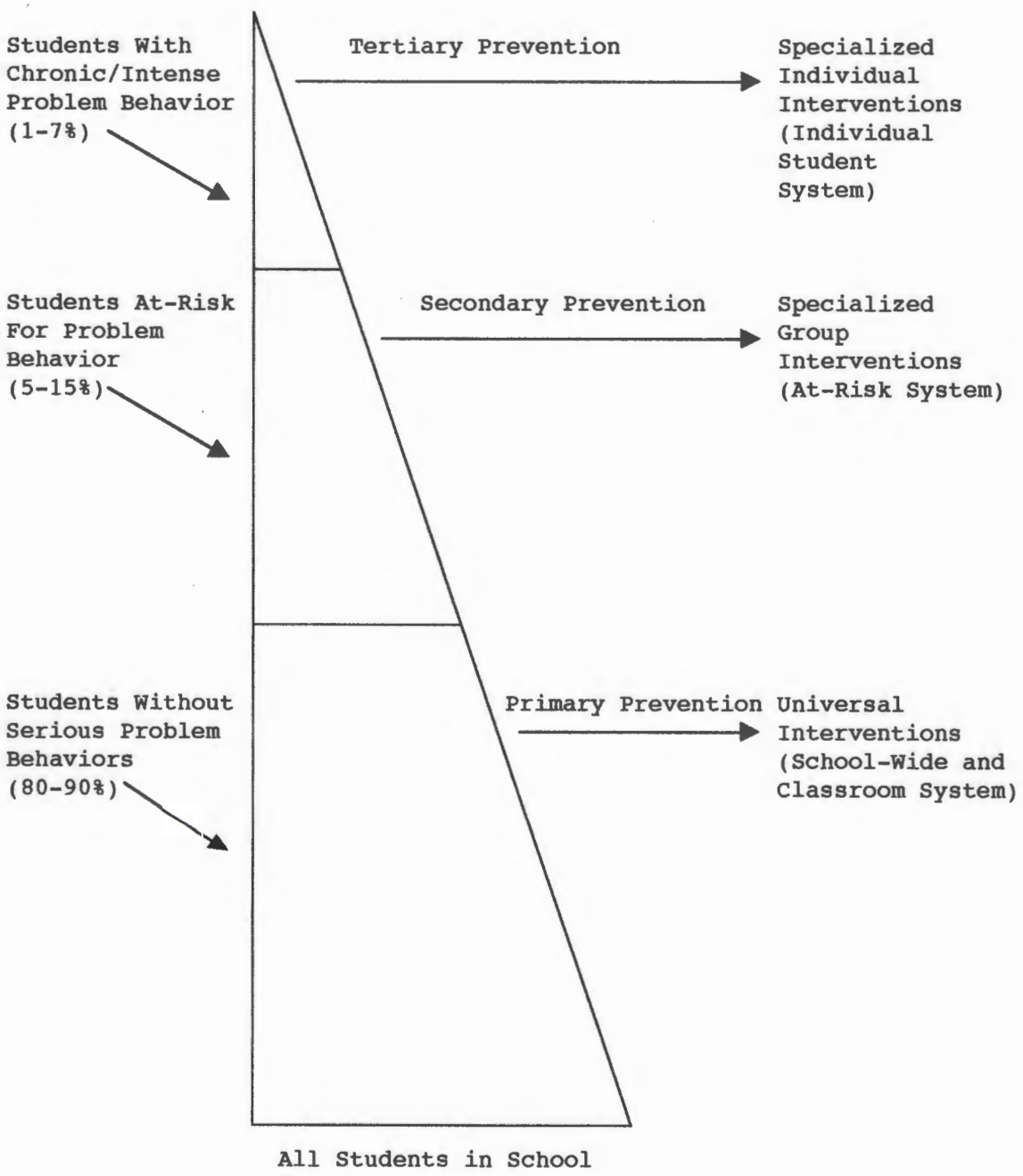
Effective Behavior Support Process



Note. From "Effective Behavior Support: Overview of Practices and Processes for School Teams," by G. Sugai, 2000, Unpublished manual, unnumbered pages, University of Oregon.

Appendix D.

Continuum of Prevention and Intervention



Note. From "Effective Behavior Support: Overview of Practices and Processes for School Teams," by G. Sugai, 2000, Unpublished manual, unnumbered pages, University of Oregon.

Appendix E.

An Effective Social Skills Lesson

1) Teach	a) Teacher provides explanation b) Teacher defines essential rule c) Teacher describes skill components and variations
2) Demonstrate	a) Teacher provides opportunities to model and demonstrate the skill The teacher will: - select natural examples - select competent students - conduct at least two positive demos a) Role play the example
3) Practice and role play	a) Teacher provides opportunities to practice and role-play the skill The teacher will: - have students think out loud - teacher coaches - teacher prompts, if needed - involve all members of class - students self-evaluate
4) Review and test	a) Teacher provides on-going opportunities to review and test for skill acquisition The teacher will: - review each day using new examples - test each student

Note. From "Promoting Safer Schools: An Introduction to Effective Behavior Support," by T. Waterhouse, 2000, Ministry publication, p. 27. BC CASE.

Appendix F.

Components of a School-Wide EBS Plan

Component	Description	Example
Statement of Purpose	Used to capture the specific objective of the school-wide plan: - state positively - focus on all, in all settings - focus on instructional and behavioral outcomes	At our school students and staff: - place high value on academic and social success - strive for safe teaching environment - foster partnerships with all - emphasize what works
Clearly Defined Expected Behavior	Provides consistent communication for all students and staff. Must be limited to 5, positively stated, commonly used words.	- Be Respectful - Be Responsible - Be Safe - Be Kind
Procedure for Teaching Expected Behavior	Five Steps: 1) Review the behavioral expectations 2) Explain reason for the expectation 3) Have students role play expected behavior 4) Provide feedback and corrections. 5) Acknowledge appropriate behaviors.	"Being respectful in the gym means listening to others without interference. Let's practice a couple of examples of what that would look like."
Procedures for Encouraging Expected Behavior	Positive reinforcement used (in form of tangible reward) to encourage motivation from external to internal, from frequent to infrequent, and from predictable to unpredictable circumstances.	Many schools use ticket system when students display appropriate behavior. Tickets can be traded for specific reward.
Procedures for Discouraging Problem Behavior	Several Steps: a) define and categorize problem behavior b) Distinction between classroom managed and office managed problems c) Procedures for discouraging problem behavior: - precorrect for predictable problems conducted - redirect to more appropriate behavior developed - continuum of negative consequences for violations	- Staff determine problem behavior based on data from office referrals and other sources - Functional assessment - Self-management strategies
Procedures for Record Keeping and Decision Making	Provide regular feedback to staff.	Determine procedures for responding to data: - Chart office referrals - Show charts to staff, discuss progress, challenges, training needs

Note. From "Promoting Safer Schools: An Introduction to Effective Behavior Support," by T. Waterhouse, 2000, Ministry publication, p. 20. BC CASE.

Appendix G.

Developing Expectations

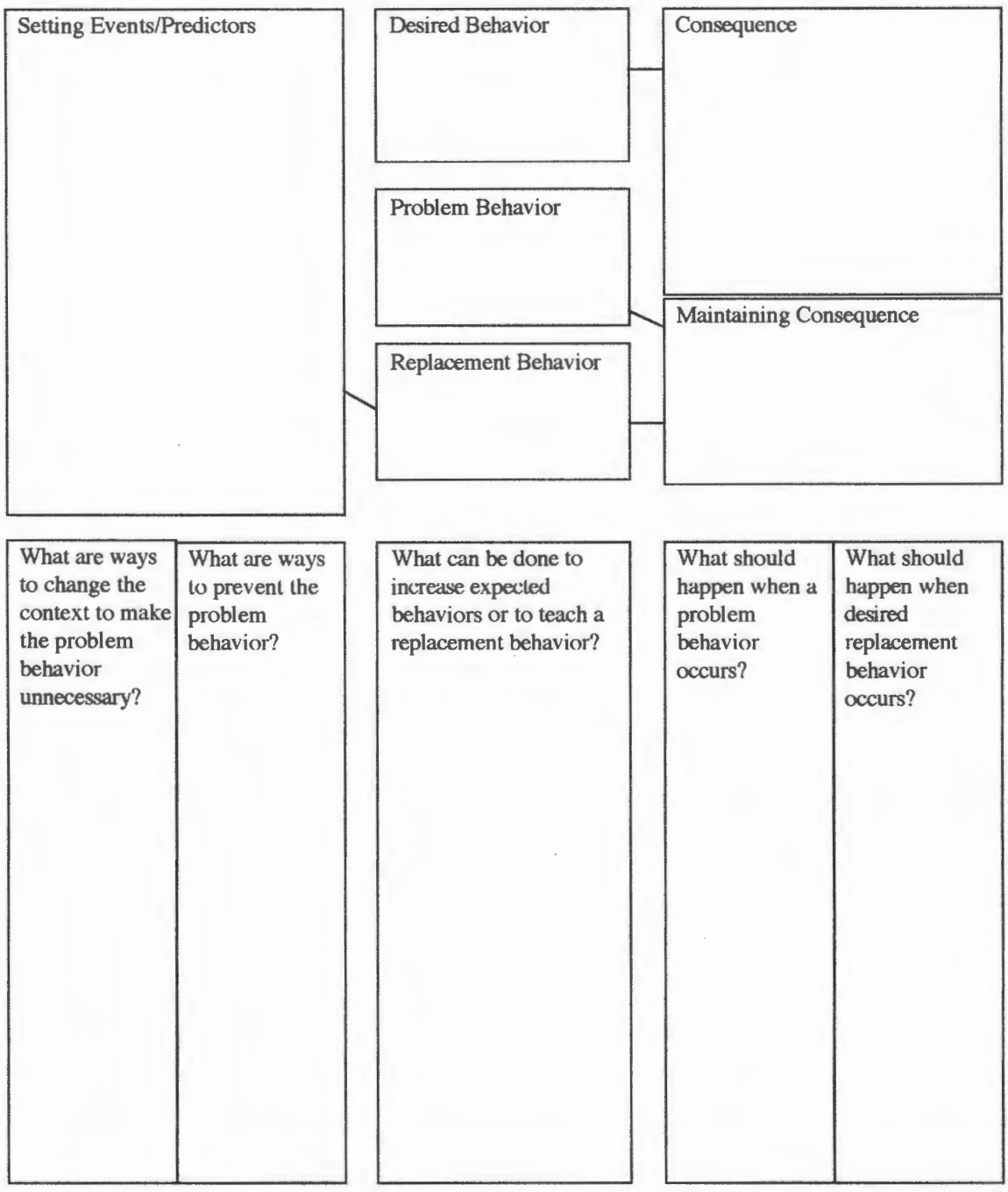
Durham Elementary School's Expectations

	Respect Ourselves	Respect Others	Respect Property
All Settings	Be on-task Give your best efforts	Respect authority Be kind Help others Share Use appropriate voice level	Care for your belongings Recycle Clean up after yourself
Hallways and Walkways	Walk	Use whisper voices in halls Use normal voices on walkways	Keep the hallways and walkways clean
Playground	Have a plan	Play safe Include others Share No put downs	Pick up litter Use equipment properly Use garbage can for litter
Bathrooms	Wash your hands	Respect privacy Use soft voices	Keep the bathroom clean
Lunchrooms	Eat your own food	Practice good manners	Clean up around your table Stay seated
Library and Computer Lab		Use whisper voices	Push in chairs
Assembly	Sit in one spot	Active listening Correct applause	

Note. From "Effective Behavior Support: Overview of Practices and Processes for School Teams," by G. Sugai, 2000, Unpublished manual, unnumbered pages, University of Oregon.

Appendix H.

Building a Support Plan



Note. From "Functional Assessment and Program Development for Problem Behavior," by O'Neil et al., 1997, Appendix 4, Pacific Grove: Brooks/Cole Publishing Company.

Appendix I.

Effective Behavior Support Survey

School-Wide Systems

Current Status			Feature	Improvement Priority		
% in place	% Part. in Place	% Not in Place	**School-wide** is defined as involving all students, all staff & all settings.	% High	% Med.	% Low
			1. A small number (e.g. 3 –5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviors are taught directly.			
			3. Expected student behaviors are rewarded regularly.			
			4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.			
			5. Consequences for problem behaviors are defined clearly.			
			6. Distinctions between office and classroom-managed problem behaviors are clear.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behavior support planning and problem solving.			
			10. School administrator is an active participant on the behavior support team.			
			11. Staff receive regular (monthly) feedback on behavior patterns.			
			12. School has formal strategies for informing families about expected student behaviors at school			
			13. Booster training activities for students are developed, modified, and conducted based on school data.			
			14. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.			
			15. All staff are involved directly and/or indirectly in school-wide interventions.			

Non-Classroom Systems

Current Status			Feature	Improvement Priority		
% in place	% Part. in Place	% Not in Place	**Non-classroom** settings are defined as particular times or places where supervision is emphasized (e.g. Hallways, cafeteria, playground, bus).	% High	% Med.	% Low
			1. School-wide expected student behaviors apply to non-classroom settings.			
			2. School-wide expected student behaviors are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan & interact with) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviors in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, (c) inappropriate access to & exit from school grounds.			
			6. Rewards exist for meeting expected student behaviors in non-classroom settings.			
			7. Staff receives regular opportunities for developing and improving active supervision skills.			
			8. Status of student behavior and management practices are evaluated quarterly from data.			
			9. All staff members are involved directly or indirectly in management of non-classroom settings.			

Classroom Systems

Current Status			Feature	Improvement Priority		
% In Place	% Part. In Place	% Not In Place	**Classroom** settings are defined as instructional settings in which teacher(s) supervise and teach groups of students.	% High	% Med.	% Low
			1. Expected student behavior & routines in classrooms are stated positively and defined clearly.			
			2. Problem behaviors are defined clearly.			
			3. Expected student behavior & routines in classrooms are taught directly.			
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviors receive consistent consequences.			
			6. Procedures for expected & problem behaviors are consistent with school-wide procedures.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success.			
			10. Teachers have regular opportunities for access to assistance & recom-mendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

Individual Student Systems

Current Status			Feature	Improvement Priority		
% in place	% Part. in Place	% Not in Place	Individual student systems are defined as specific supports for students who engage in chronic problem behaviors.	% High	% Med.	% Low
			1. Assessments are conducted regularly to identify students with chronic problem behaviors.			
			2. A simple process exists for teachers to request assistance.			
			3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.			
			4. Behavior support team includes an individual skilled at conducting functional behavioral assessments.			
			5. Local resources are used to conduct functional assessment-based behavior support planning (10 hrs./week/student).			
			6. Significant family and community members are involved when appropriate & possible.			
			7. School includes formal opportunities for families to receive training on behavioral support & positive parenting strategies.			
			8. Behavior is monitored & feedback is provided regularly to the behavior support team & relevant staff.			

Note. From "Effective Behavior Support: Overview of Practices and Processes for School Teams," by G. Sugai, 2000, Unpublished manual, unnumbered pages, University of Oregon.

Appendix J.

Functional Assessment Interview

Student:_____ Grade:_____ Sex:_____ IEP: Y N

Teacher:_____ School:_____.

Interviewer:_____ Date:_____.

Opening

We are going to find ways to change school so that you like it more. This interview will take about 30 minutes. I can help you best if you answer honestly, You will not be asked anything that might get you in trouble.

Student Strengths and Skills

1. What do you like to do, or do well, while at school? (e.g. Activities, helping others)

2. What are classes/topics you do well in?

Define the Behaviors of Concern

Assist the student to identify specific behaviors that are resulting in problems in the school or classroom. Making suggestions or paraphrasing statements can help the student clarify her/his ideas.

3. What do you do that gets you in trouble or are a problem? Prompts: late to class?, talk out in class?, don't get work done?, fighting?

4. Which of these behaviors occur together in some way? Do they occur about the same time? In some kind of order? In response to some kind of situation?

5. Of these groups of behaviors which one is the most concern? Let's focus on those behaviors

Complete Student Schedule and Routine Matrix

Assist the student to complete the schedule and routine matrices to show the routines and activities where they have difficulty with the behavior(s) they talked about. First have the student complete the schedule column (or have this column completed before the interview). Add any routines unique to the teacher's classroom.

6. We know that some times and activities are harder and easier for different students. Can you tell me which times during your day are easy and which are difficult? A "6" indicates it is likely that you will have a problem and a "1" indicates that no or few problem(s) occur. (Repeat for routines).

Typical Schedule	Rating	Routines	Rating
	6 5 4 3 2 1	Getting help.	6 5 4 3 2 1
	6 5 4 3 2 1	Getting materials/drink, sharpening pencil.	6 5 4 3 2 1
	6 5 4 3 2 1	Working in groups.	6 5 4 3 2 1
	6 5 4 3 2 1	Working alone.	6 5 4 3 2 1
	6 5 4 3 2 1	Getting permission and going to the restroom.	6 5 4 3 2 1
	6 5 4 3 2 1	Moving between activities or locations.	6 5 4 3 2 1
	6 5 4 3 2 1	Working with substitute teachers or volunteers	6 5 4 3 2 1
	6 5 4 3 2 1		6 5 4 3 2 1
	6 5 4 3 2 1		6 5 4 3 2 1
	6 5 4 3 2 1		6 5 4 3 2 1
	6 5 4 3 2 1		6 5 4 3 2 1
	6 5 4 3 2 1		6 5 4 3 2 1
	6 5 4 3 2 1		6 5 4 3 2 1
	6 5 4 3 2 1		6 5 4 3 2 1
	6 5 4 3 2 1		6 5 4 3 2 1

Develop Completing Behavior Pathway

One of the reasons I want to talk to you is to learn about when and why problem behaviors occur and do not occur. So, I am going to ask you questions about when you are having problems and then I will ask you some questions about why you think you having problems.

7. What events trigger or start problem behavior? (e.g. Class demands, teacher reprimands peers, other)

8. What do you get after you do the problem behavior? What do you what to happen?
To escape or avoid – teacher – tasks – peers – other
To get something – teacher attention – an item – peer attention - other

9. We know that certain events make some days easier and harder than others and sometimes
these events occur outside of the school day. What important events, places, or activities tend to affect your day? (e.g. – lack of sleep – illness – physical pain – hunger – trouble at home – activity – noise – fighting – other)

10. Before we talked about things that trigger problems. What do you think the teacher wants you to do when these events occur? What should you do?

11. As with problem behavior, there are things that you get for doing what you should, or what the teacher wants. If you do the behaviors we just talked about what happens?
To escape or avoid – teacher – tasks – peers – other
To get something – teacher attention – an item – peer attention – other

12. Let's talk about ways to make the problem behavior better. Before you said you did problem behavior to (maintaining consequence). What do you think the teacher would like you to do instead of the problem behavior? What is an alternative response you could make that would get you the same thing as the problem behavior?

Developing Behavior Support Plan

The information collected about when, where, and why problem behaviors are occurring provides the foundation for developing a comprehensive behavior support plan. The following questions provide information about the features of the support plan.

13. What are ways to reduce the effect of things that make the problem worse?
(Setting event manipulation)
- Clarify rules/expected behavior for whole class
- Written contract with the student
- Counseling
- Change schedule
- Change seating
- Other

14. What are ways to prevent the problem behavior?
(Antecedent manipulation)
- Reminders when problem behavior is likely
- Modify assignments to match student skills
- Provide extra assistance
- Other

15. What can be done to increase desired behavior or to teach an alternative behavior?
(Behavior teaching manipulations)
2. Practice expected behavior in class
3. Self-management program
4. Other

16. What should happen when a problem behavior occurs?
(Consequence)
- Reward/punishment program
- Reduced privileges
- Reprimand in class
- Contact with parents
- Time out
- Other

17. What should happen when the desired behavior or alternative behavior occurs?
(Consequence)
- Reward program
- Increased privileges
- Praise from teacher
- Other

Note. From "Effective Behavior Support: Overview of Practices and Processes for School Teams," by G. Sugai, 2000, Unpublished manual, unnumbered pages, University of Oregon.

Appendix K.

Functional Assessment Observation Form

Functional Assessment Observation

Student_____. Teacher_____.

Date_____. Time_____. School_____.

Time	Antecedents	Behaviors	Consequences

Note. From "Effective Behavior Support: Overview of Practices and Processes for School Teams," by G. Sugai, 2000, Unpublished manual, unnumbered pages, University of Oregon.

Appendix L.

Office Discipline Referral Form

SWIS Office Discipline Referral Form

Student(s)_____. Referring Staff_____.

Grade Level _____. IEP Y/N Date_____. Time_____.

___

Location

* Classroom	* Cafeteria	* Bus Zone
* Playground	* Bathroom	* Parking Lot
* Common Area	* Gym	* On Bus
* Hallway	* Library	* Special Event

Problem Behaviors (check the most intrusive)

* Abusive lang./Inappropriate Lang.	* Tardy	* Tobacco
* Fighting/Physical Aggression	* Truancy	* Alcohol
* Defiance/Disrespect/Insubordination	* Property Damage	* Combustibles
* Harassment/Tease/Taunt	* Forgery/Theft	* Vandalism
* Disruption	* Dress Code	* Weapons
* Arson	* Bomb Threat	* Other

Possible Motivation

* Obtain Peer Attention	* Avoid Tasks/Activities	* Don't Know
* Obtain Adult Attention	* Avoid Peer(s)	* Other
* Obtain Items/Activities	* Avoid Adult(s)	

Others Involved

* None * Peers * Staff * Teacher * Substitute * Unknown * Other

Administrative Decision

* Time in Office	* Parent Contact
* Detention	* Individualized Instruction
* Saturday School	* Out-of-School Suspension
* In-School Suspension	* Conference With Student
* Other	

Comments

Follow-up Comments

Note. From "Effective Behavior Support: Overview of Practices and Processes for School Teams," by G. Sugai, 2000, Unpublished manual, unnumbered pages, University of Oregon.

Appendix M.

Staff Development Model

<table>
<tr><th colspan="2">Problem Context</th></tr>
<tr><td colspan="2">• Inadequate service delivery models for students with severe behavioral challenges
• Inadequate school-based staff development models
• Ineffective behavior supports for students with severe behavioral challenges</td></tr>
<tr><th>Training Model</th><th>The EBS Project</th></tr>
<tr><td>• One-shot inservice training
• External consultants
• Lack of follow-up and maintenance
• Generic staff development
• Reactive management</td><td>• Continuous inservice/preservice training
• In-building teacher trainers
• Follow-up and maintenance
• School need-based staff development
• Proactive management</td></tr>
<tr><th>Typical Outcomes</th><th>The EBS Project</th></tr>
<tr><td>• Little sustained staff training effects
• Lack of transfer across contexts
• Lack of teacher ownership of problem student
• Decrease in personal teaching efficacy & certainty of practice
• Exclusion of students with severe behavior problems
• Crisis management & negative school climate</td><td>• Long-term staff training, retention & application
• Skill maintenance & generalization
• Long-term change in teacher & student behavior
• Increase in personal teaching efficacy & certainty of practice
• Inclusion/supported education for students with severe behavioral problems
• Prevention management & positive school climate</td></tr>
</table>

Note. From "Provide Ongoing Skill Development and Support," by G. Sugai, M. Bullis and C. Cumblad, 1997, *Journal of Emotional and Behavioral Disorders, 5* (1), p. 59.

Appendix N.

Letter of Introduction

Coast Mountains School District
Cassie Hall Elementary School
2620 Eby Street
Terrace, BC
Canada V8G 2X3
Tel: (604) 635-5646
Fax: (604) 635-4579

Dear Principal and school team,

Your school is invited to participate in a district research project entitled "Effective Behavior Support: A School District Descriptive Evaluation." All schools in School District #82 are requested to participate. This study is being conducted by Carla D. Gillis, a District Itinerant Elementary Counsellor and graduate student at UNBC, and is supported by the Terrace District Teacher's Union, the Kitimat District Teacher's Association, and Randy Smalbrugge, Acting Superintendent of Schools. The purpose of this study is to assess the degree to which the Coast Mountains School District is implementing features of Effective Behavior Support. The results of this study may be used by our district and individual schools to evaluate and improve behavior programs and contribute to research literature in this area.

You are asked to assemble a school team to complete the demographic and EBS surveys in February 2002 (time commitment: 60 minutes approximately). The school team should include a school administrator, a regular education teacher, a special education teacher, and a parent or community representative. Please return the completed surveys directly to Carla Gillis at Cassie Hall Elementary School. The deadline for the return of the surveys is March 8th.

Your participation is purely voluntary and strict confidentiality will be maintained. Your school has the right to withdraw from this study at any time. Only the researcher will have access to each school's submission, and the results will be reported anonymously. The surveys will be stored in a locked filing cabinet in the researcher's locked office, and the information will be destroyed at the end of one calendar year. The strict confidentiality of this study eliminates potential risks to individual schools.

The research results will be shared with the UNBC Graduate Committee, the Terrace District Teacher's Union, the School District Superintendent, and the principal of each participating school. Other individuals who wish to obtain a copy of this research may contact the researcher directly at her Cassie Hall office.

If you have any reservations or complaints about this research project please direct them to the Vice President of Research at UNBC (250-960-5820). You may ask any other questions you wish about this research study by contacting Carla Gillis, Itinerant Elementary Counsellor, graduate student researcher, UNBC.

Thank you for your time and attention.

Carla Gillis
Graduate Student, UNBC
Cassie Hall Elementary School (635-5646)

Frank Rowe
President, TDTU (635-4659)

Randy Tait
President, KDTA (632-3108)

Randy Smalbrugge
Acting Superintendent of Schools
School Board Office (635-4931)

Appendix O.

Demographic Information

EBS Survey - Demographic Information

Name of School_____.

Date_____ School Population_____.

People Completing the Survey

____Administrator ____Parent

____General Educator ____Community Member

____Special Educator ____Other_____.

____Special Services Assistant ____Other_____.

____Counselor ____Other_____.

1. Is your school implementing EBS? Yes/No
2. If "Yes", how long has your school been implementing this program?_____.
3. If "Yes", what training has your school personnel completed?_____.

_____.

_____.

_____.

_____.

4. Please specify any other behavioral program(s) your school is implementing_____.

_____.

_____.

_____.

_____.

_____.

_____.

_____.

Appendix P

B.C.'s EBS Schools: Survey Results

School-Wide Systems

Current Status				Feature	Improvement Priority			
% in place	% Part. in Place	% Not in Place	# No Resp	**School-wide** is defined as involving all students, all staff & all settings.	# No Resp	% High	% Med.	% Low
84.1	11.5	4.4	4	1. A small number (e.g. 3 –5) of positively & clearly stated student expectations or rules are defined.	29	21.6	17.0	61.4
51.4	41.4	7.2	6	2. Expected student behaviors are taught directly.	22	**46.3**	29.5	24.2
55.8	33.6	10.6	4	3. Expected student behaviors are rewarded regularly.	26	23.1	47.3	29.7
60.7	35.7	3.6	5	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	27	27.8	41.1	31.1
46.4	42.9	10.7	5	5. Consequences for problem behaviors are defined clearly.	25	**39.1**	39.1	21.7
39.5	48.2	12.3	3	6. Distinctions between office and classroom managed problem behaviors are clear.	23	27.7	47.9	24.5
53.6	38.4	8.0	5	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	22	23.2	33.7	43.2
55.0	37.8	7.2	6	8. Procedures are in place to address emergency/dangerous situations.	27	25.6	40.0	34.4
74.1	16.1	9.8	5	9. A team exists for behavior support planning and problem solving.	27	24.4	28.9	46.7
95.5	2.7	1.8	6	10. School administrator is an active participant on the behavior support team.	31	8.1	11.6	80.2
36.5	29.5	**33.9**	5	11. Staff receive regular (monthly) feedback on behavior patterns.	21	28.1	39.6	32.3
63.4	28.6	8.0	5	12. School has formal strategies for informing families about expected student behaviors at school	25	15.2	42.4	42.4
20.2	40.4	**39.4**	8	13. Booster training activities for students are developed, modified, and conducted based on school data.	20	**30.9**	46.4	22.7
27.3	29.1	**43.6**	7	14. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	25	20.7	43.5	35.9
64.9	28.3	6.3	6	15. All staff are involved directly and/or indirectly in school-wide interventions.	30	27.6	27.6	44.8

Non-Classroom Systems

Current Status				Feature	Improvement Priority			
% in place	% Part. in Place	% Not in Place	# No Resp	**Non-classroom** settings are defined as particular times or places where supervision is emphasized (e.g.. Hallways, cafeteria, playground, bus).	# No Resp	% High	% Med.	% Low
87.4	10.8	1.8	6	1. School-wide expected student behaviors apply to non-classroom settings.	30	25.3	25.3	49.4
38.4	50.0	11.6	5	2. School-wide expected student behaviors are taught in non-classroom settings.	21	**33.3**	42.7	24.0
74.1	25.9	0	5	3. Supervisors actively supervise (move, scan & interact with) students in non-classroom settings.	26	16.5	44.0	39.6
59.5	21.6	18.9	6	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	22	23.2	33.7	43.2
53.3	31.4	15.2	12	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, (c) inappropriate access to & exit from school grounds.	25	12.0	39.1	48.9
70.5	21.0	8.6	12	6. Rewards exist for meeting expected student behaviors in non-classroom settings.	29	9.1	27.3	63.6
17.3	40.0	**42.7**	7	7. Staff receives regular opportunities for developing and improving active supervision skills.	22	26.3	42.1	31.6
21.3	34.3	**44.4**	9	8. Status of student behavior and management practices are evaluated quarterly from data.	22	**32.6**	48.4	18.9
68.2	26.4	5.5	7	9. All staff members are involved directly or indirectly in management of non-classroom settings.	27	25.6	31.1	43.3

Classroom Systems

Current Status				Feature	Improvement Priority			
% In Place	% Part. In Place	% Not In Place	# No Resp.	**Classroom** settings are defined as instructional settings in which teacher(s) supervise and teach groups of students.	# No Resp.	% High	% Med.	% Low
64.4	35.6	0	13	1. Expected student behavior & routines in classrooms are stated positively and defined clearly.	31	23.3	24.4	52.3
60.6	36.5	2.9	13	2. Problem behaviors are defined clearly.	32	24.7	36.5	38.8
52.9	44.1	2.9	15	3. Expected student behavior & routines in classrooms are taught directly.	33	**33.3**	28.6	38.1
29.4	57.8	12.7	15	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	27	**44.4**	34.4	21.1
45.1	49.0	5.9	15	5. Problem behaviors receive consistent consequences.	32	**34.1**	41.2	24.7
55.9	38.2	5.9	15	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	31	**30.2**	32.6	37.2
63.7	31.4	4.9	15	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	31	22.1	36.0	41.9
60.8	38.2	1.0	15	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	30	**32.2**	29.9	37.9
41.5	48.9	9.6	23	9. Students experience high rates of academic success.	36	**39.5**	33.3	27.2
47.1	36.3	16.7	15	10. Teachers have regular opportunities for access to assistance & recom-mendations (observation, instruction, & coaching).	33	25.0	40.5	34.5
48.5	49.5	2.0	16	11. Transitions between instructional & non-instructional activities are efficient & orderly.	35	22.0	48.8	29.3

Individual Student Systems

Current Status				Feature	Improvement Priority			
% in place	% Part. in Place	% Not in Place	# No Resp.	Individual student systems are defined as specific supports for students who engage in chronic problem behaviors.	# No Resp.	% High	% Med.	% Low
56.7	35.6	7.7	13	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	32	**31.8**	41.2	27.1
84.3	11.8	3.9	15	2. A simple process exists for teachers to request assistance.	35	22.0	20.7	57.3
42.2	29.4	28.4	15	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	31	**33.7**	27.9	38.4
32.0	35.9	**32.0**	14	4. Behavior support team includes an individual skilled at conducting functional behavioral assessments.	29	**42.0**	30.7	27.3
22.5	18.6	**58.8**	15	5. Local resources are used to conduct functional assessment-based behavior support planning (10 hrs./week/student).	30	24.1	41.4	34.5
64.8	25.7	9.5	12	6. Significant family and community members are involved when appropriate & possible.	32	12.0	43.5	43.5
13.6	23.3	**63.1**	14	7. School includes formal opportunities for families to receive training on behavioral support & positive parenting strategies.	25	21.7	41.3	37.0
39.4	42.3	18.3	13	8. Behavior is monitored & feedback is provided regularly to the behavior support team & relevant staff.	30	**34.5**	44.8	20.7

Note. From "EBS Evaluation Project Final Report," by P. Mirenda, 2000, Unpublished report, p. 20, 22, 24 &26, BC CASE and BC Ministry of Education, Special Programs Branch.