

## Book Study

Prepared by the Kansas Multi-Tier System of Supports (MTSS) Project

# ***Developing Schoolwide Programs to Prevent and Manage Problem Behaviors: A Step by Step Approach***

Kathleen Lane, Jemma Kalberg, and Holly Menzies

(The Guildford Press, 2009)

**Book Description:** *This resource provides guidelines for designing, implementing, and evaluating a schoolwide primary prevention program. The authors' team-based, school-tested approach includes behavioral, academic, and social components that can be tailored to address any school's needs. Includes sample forms and checklists for use in planning, staff training, screening and assessment, positive behavior support, and progress monitoring. The book also offers general guidelines for identifying and supporting students who require more intensive intervention.*

**Target Audience:** (Please check ALL the appropriate categories that apply to this book)

- |   |                                     |                                |  |
|---|-------------------------------------|--------------------------------|--|
| <input checked="" type="checkbox"/> District Leadership Teams | <input type="checkbox"/> Reading    | <input type="checkbox"/> Math  | <input checked="" type="checkbox"/> Behavior |
| <input checked="" type="checkbox"/> Building Leadership Teams | <input type="checkbox"/> PA         | <input type="checkbox"/> Comp. |  |
| <input type="checkbox"/> General Staff                        | <input type="checkbox"/> Phonics    | <input type="checkbox"/> C & A |  |
| <input type="checkbox"/> Tier 1 teachers                      | <input type="checkbox"/> Fluency    |                                |  |
| <input type="checkbox"/> Tier 2 teachers                      | <input type="checkbox"/> Vocabulary |                                |  |
| <input type="checkbox"/> Tier 3 teachers                      |                                     |                                |  |
| <input type="checkbox"/> Leadership                           |                                     |                                |  |
| <input type="checkbox"/> Empowering Culture                   |                                     |                                |  |
| <input type="checkbox"/> Professional Development             |                                     |                                |  |
| <input checked="" type="checkbox"/> Curriculum                |                                     |                                |  |
| <input checked="" type="checkbox"/> Core                      |                                     |                                |  |
| <input type="checkbox"/> Intervention                         |                                     |                                |  |
| <input checked="" type="checkbox"/> Instruction               |                                     |                                |  |
| <input type="checkbox"/> Differentiated                       |                                     |                                |  |
| <input type="checkbox"/> Explicit                             |                                     |                                |  |
| <input type="checkbox"/> Scaffolded                           |                                     |                                |  |
| <input checked="" type="checkbox"/> Systematic                |                                     |                                |  |
| <input checked="" type="checkbox"/> Assessment                |                                     |                                |  |
| <input type="checkbox"/> Other                                |                                     |                                |  |

## **Chapter 1: Preventing and Managing Problem Behavior in Our Schools: A Formidable Task**

### **Brief Overview:**

Chapter One presents the need for schools to respond to the behavioral challenges society faces today. A three tiered model is presented and the content of subsequent chapters is briefly described.

### **Discussion Questions:**

1. In light of increasing acts of violence and aggression in schools, what rules, routines, procedures and other safety measures has your school adopted in the past few years?
2. What measures has your school adopted to identify and intervene with students who may be experiencing social-emotional concerns?
3. Do you believe a school system can become an effective “social change agent” in reducing violent and aggressive acts? If so, how?

## **Chapter 2: Primary Prevention across the K-12 Grade Span: Developing a Solid Foundation**

### **Brief Overview:**

Chapter Two provides the information on how primary prevention programs with behavioral components have influenced student performance in elementary, middle and high schools.

### **Discussion Questions:**

1. Briefly describe the steps a school-based team uses to develop a school-wide primary plan.
2. What are the challenges of implementing primary preventions in middle and high schools?

## **Chapter 3: A Closer Look at the Positive Behavior Support Model**

### **Brief Overview:**

This chapter introduces the four critical elements of school-wide positive behavior support (SWPBS); lists and describes the four systems constituting comprehensive PBS models; and illustrates how the progressive continuum of behavior support works in the PBS model.

### **Discussion Questions:**

1. Discuss the inter-relatedness of the four critical elements of PBS as described. In other words, if one element were “left out” how would the other three elements be affected?

2. What are the similarities in developing the four systems discussed in this chapter (school-wide, classroom, non-classroom, and individual student)? What are the differences?
3. Distinguish the different levels of a three-tiered model.

## **Chapter 4: Designing and Implementing Primary Prevention Models**

### **Brief Overview:**

This chapter provides a step-by-step approach to design and implement a SWPBS primary prevention model for your individual school. Many forms and examples are included as examples.

### **Discussion Questions:**

1. Why do you think the authors think it is best to avoid forcing a PBS program on a faculty? What pieces of PBS (based on previous chapters) would you anticipate being a cause for faculty not to want to participate in a SWPBS model?
2. Which of the possible sources for school-wide data found in Box 4.1 does your school currently use when making decisions school action plans?
3. Once the PBS teams have been selected and the areas of concern for the school identified, what are the 8 objectives/goals for the training sessions?
4. Why is it so critical to reinforce demonstration of desired behaviors (whether in students or adults)?
5. Why do the authors recommend developing a solid base program of prevention before introducing tertiary prevention efforts?
6. Performance deficits require changes in \_\_\_\_\_ to motivate students to want to meet the expectations whereas skill deficits require \_\_\_\_\_ to make sure that students know how to do the expected task or behavior (Gresham).
7. Reinforcement increases the likelihood that the same behavior will occur in the future under similar conditions. Review Box 4.10 and Table 4.3 and discuss how these lists of reinforcers might work in your school. What additional reinforcers do you currently have in place?

## Chapter 5: Assessment and Screening at the Primary Level

### **Brief Overview:**

Chapter Five presents procedures for monitoring the implementation of a PBS program, assessing consumer feedback, monitoring student progress, and implementing procedures that systemically screen all students for academic and behavioral concerns.

### **Discussion Questions:**

1. What is “treatment integrity data” and why is it so important?
2. Define “social validity”. Describe the times of the year it should be assessed and what critical information can be collected at each of those times.
3. Describe why it is important to assess social validity from each of these perspectives: teachers, parents and students.
4. Discuss the important components central to an assessment schedule.
5. What are the core features of effective screening tools and procedures?
6. How would a team use a norm-referenced assessment to monitor a student’s academic progress?
7. Discuss what issues need to be considered when choosing curriculum-based assessments and measurements.

## Chapter 6: Determining How Well the Program is Working: Monitoring Outcomes and Identifying Nonresponsive Students

### **Brief Overview:**

This chapter provides several illustrations of how to use schoolwide data to identify elementary, middle, and high school students in need of secondary supports and tertiary interventions.

### **Discussion Questions:**

1. Why is it important to collect data, analyze the information and to share results? Why might some district leadership teams or building leadership teams not share results of data?
2. What was similar and what was different in regard to how elementary students and high school students responded to interventions?
3. Describe the two types of intervention grids and the five pieces of information found in each.

4. Discuss how the “graphed data” of Figure 6.5 and Figure 6.6 give the reader/stakeholder a better understanding of the collected data than a written report might.
5. Why is it important to collect and analyze data for secondary interventions?
6. Discuss the examples provided which analyze academic and behavior data together as a jigsaw activity. Divide the study group into 6 subgroups (split the last reported study into 2, since two different students are described). Have each subgroup read a description of a different study and then share what they’ve read to the rest of the study group.
7. Discuss the authors’ guidelines for establishing secondary supports and for managing data.

## Chapter 7: Getting Started in Your School

### **Brief Overview:**

The final chapter of the book is written in the form of commonly asked questions and answers. The FAQs have been written to address some logistical issues.

### **Discussion Questions:**

1. After reading the FAQ under “Determining Faculty Interest”, discuss what approach you think might work best in your building.
2. What is the difference between *bribery* and PBS *reinforcers*?
3. List some of the ways you can analyze the data if you collect all the PBS tickets given out to students throughout the school year, i.e. tickets that are dropped in a box for drawing or turned in for prizes.
4. Why should teachers be reinforced with prizes?