P3 & E at the Individual Student Level: Examples of Practices

PBSIS
Helping Schools Build Systems of Support

RUTGERS
Robert Wood Johnson
Medical School

THE BOGGS CENTER ON DEVELOPMENTAL DISABILITIES
New Jersey's University Center for Excellence in Developmental Disabilities Education, Research, and Service
New Jersey's Leadership Education in Neurodevelopmental and Related Disabilities Program

New Jersey Department of Education

Office of Special Education

P3 & E: Individual Student

Differentiation, intensification, and individualization of school-wide and area level practices that aligns with a student's unique profile of SEB needs.
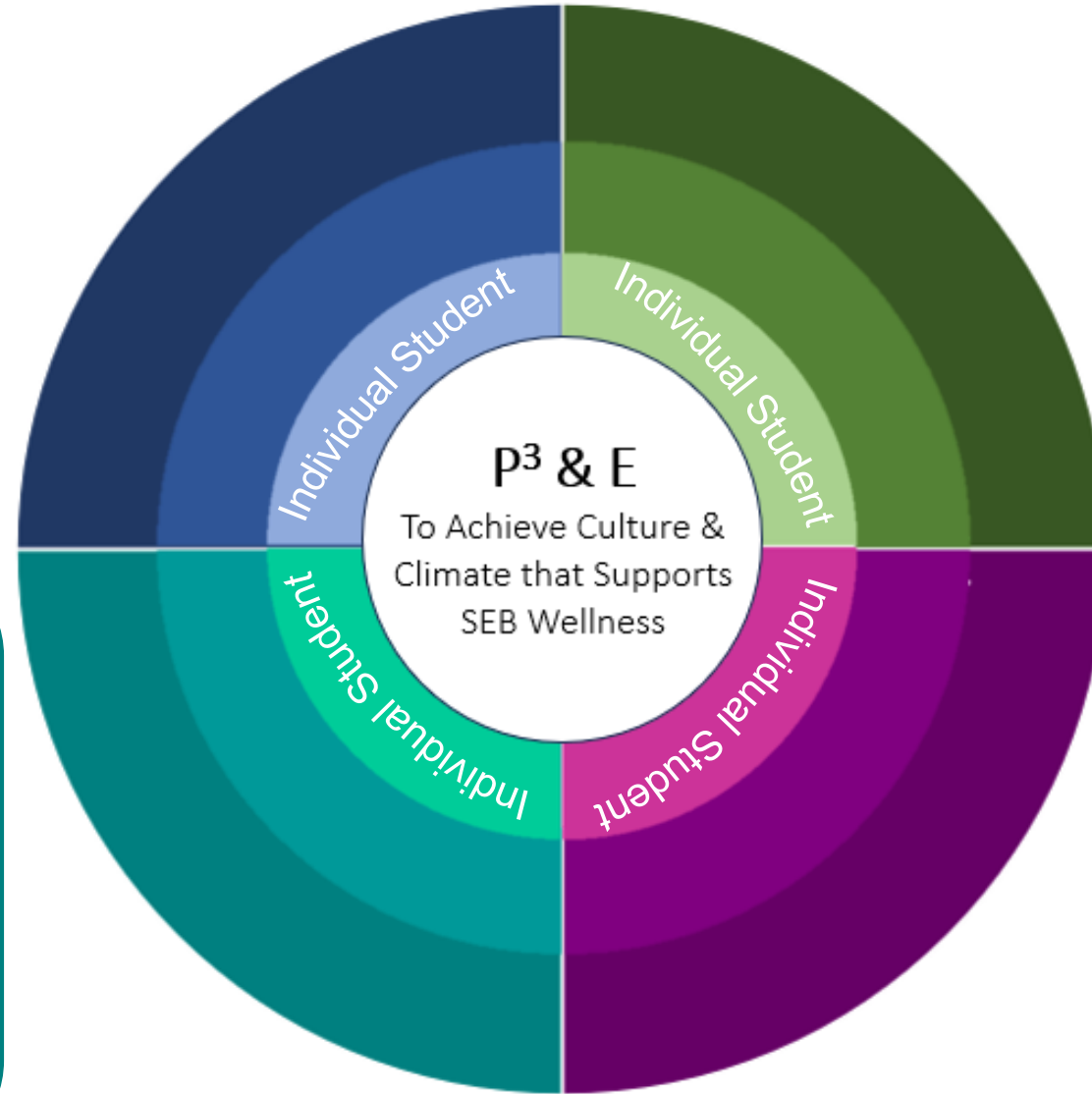
RUTGERS
Robert Wood Johnson Medical School

THE BOGGS CENTER
ON DEVELOPMENTAL DISABILITIES

Predictable
- Student SEB support plans include instruction on skills related to achieving the S-W expectations
- Culturally sensitive antecedent techniques support the student to achieve the expectations
- Stakeholder voice drives intervention decisions

Positive
- Relationship based interventions options (e.g., mentor, CICO) are available
- Positive in-routine contacts are provided
- Behavior specific praise is delivered at high rates
- Student incentive systems are linked the S-W system
- Caregivers receive regular positive contacts

Present
- Current and relevant data drives intervention decisions
- Function-based interventions are culturally sensitive
- Responses to CIB are sensitive to tone, language, and coaching
- Proximity is used equitably

Empowering
- Interventions address self-efficacy
- Student voice influences intervention decisions
- Culturally sensitive engagement strategies
- Peer to peer support options

P³ & E
To Achieve Culture & Climate that Supports SEB Wellness

Individual Student

RUTGERS Robert Wood Johnson Medical School THE BOGGS CENTER ON DEVELOPMENTAL DISABILITIES

NJ PBSIS Helping Schools Build Systems of Support

Allday, R.A., & Pakurar, K. (2007). Effects of teacher greetings on student on-task behavior. *Journal of Applied Behavior Analysis, 40,* 317-320.

Allday, R.A., Bush, M., Ticknor, N., & Walker, L. (2011). Using teacher greetings to increase speed to task engagement. *Journal of Applied Behavior Analysis, 44,* 393-396.

Bassett, D.R., Fitzhugh, E.C., Heath, G.W., Erwin, P.C., Frederick, G.M., Wolff, D.L., Welch, W.A., Stout, A.B. (2013). Estimated energy expenditures for school-based policies and active living. American Journal of Preventive Medicine, 44(2), 108-113. https://doi.org/10.1016/j.amepre.2012.10.017

Brooks, A., Todd, A. W., Tofflemoyer, S., & Horner, R. H. (2003). Use of functional assessment and a self-management system to increase academic engagement and work completion. *Journal of Positive Behavior Intervention, 5,* 144-152.

Bunch-Crump, K.R & Lo, Y.Y. (2017). An investigation of multitiered behavioral interventions on disruptive behavior and academic engagement of elementary students. *Journal of Positive Behavioral Interventions, 19(4),* 216-227. DOI: 10.1077/1098300717696939.

Caldarella, P., Larsen, R.A.A., Williams, L., Wills, H., Kamps, D., & Wehyby, J.H. (2019). Effects of CW-FIT on teachers' ratings of elementary school students at risk for emotional and behavioral disorders. *Journal of Positive Behavior Interventions, 20,* 90-100.

Cho Blair, K., Park, E., & Kim, W., (2021) A meta-analysis of tier 2 interventions implemented within school-wide positive behavioral interventions and supports. *Psychology in the Schools, 58,* 141-161.

Claro, A., & Perlemiter, T. (2021). The Effects of Mentoring Programs on Emotional Well-Being in Youth: a Meta-analysis. Contemporary School Psychology. https://doi.org/10.1007/s40688-021-00377-2

Common, E. A., Lane, K. L., Cantwell, E. D., Brunsting, N. C., Oakes, W. P., Germer, K. A., & Bross, L. A. (2020). Teacher-delivered strategies to increase students' opportunities to respond: A systematic methodological review. Behavioral Disorders, 45(2), 67–84. https://doi.org/10.1177/0198742919828310

Cook, C. R., Grady, E. A., Long, A. C., Renshaw, T., Codding, R. S., Fiat, A., & Larson, M. (2017). Evaluating the impact of increasing general education teachers' ratio of positive-to-negative interactions on students' classroom behavior. *Journal of Positive Behavior Interventions, 19*(2), 67–77.

Cooke, M.B., Ford, J., Levine, J., Bourke, C., Newell, L. & Lapidus, G. (2007). The effects of city-wide implementation of 'Second Step' on elementary school students' pro-social and aggressive behaviors. *The Journal of Primary Prevention, 28*(2), 93-115.

Cooper, J., Heron, T., & Heward, W. (2020). *Applied behavior analysis.* (3rd ed.). Pearson Education Limited.

Cumming, T.M & O'Neill, S.C. (2019). Using data-based individualization to intensity behavioral interventions. *Intervention in School and Clinic, 54(5),* 280-285.

Custworth-Walker, S., Bishop, A.S., Pullmann, M.D., & Bauer, G. (2015). A research framework for understanding the practical impact of family involvement in the juvenile justice system: The juvenile justice family involvement model. *American Journal of Community Psychology, 56,* 408-421.

Doménech-Betoret F, Abellán-Roselló L, Gómez-Artiga A. Self-Efficacy, Satisfaction, and Academic Achievement: The Mediator Role of Students' Expectancy-Value Beliefs. *Front Psychol. 2017, 18(8),* 1193. doi: 10.3389/fpsyg.2017.01193. PMID: 28769839; PMCID: PMC5513915.

Domitrovich, C, E., Durlak, J.A., Staley, K.C., & Weissberg, R.P. (2017). Social-emotional competence: An essential factor for promoting Positive adjustment and reducing risk in school children. *Child Development, 88,* 408-416

Dunlap, G. & Fox, L. (2011). Function-based interventions for children with challenging behavior. *Journal of Early Intervention, 33(4),* 333-343. DOI: 10.1177/10533815111429971.

Dunlap, G., Kern-Dunlap, L., Clarke, S., & Robbins, G. (1991). Functional assessment, curricular revisions, and severe behavior problems. *Journal of Applied Behavior Analysis, 24,* 387-397.

Dunlap, G., Newton, J.S., Fox, L., Benito, N., & Vaughn, B. (2001). Family involvement in functional assessment and positive behavior support. *Focus on Autism and Other Developmental Disabilities, 16(4),* 215-221

Faul, A., Stepensky, K., & Simonsen, B. (2012). The effects of prompting appropriate behavior on the off-task behavior of two middle school students. *Journal of Positive Behavior Interventions, 14(1),* 47–55. https://doi.org/10.1177/1098300711410702

Fefer, S., DeMagistris, J., & Shuttleton, C. (2016). Assessing adolescent praise and reward preferences for academic behavior. *Translational Issues in Psychological Science, 2(2),* 153–162.

Flood, W. A., Wilder, D. A., Flood, A. L., & Masuda, A. (2002). Peer-mediated reinforcement plus prompting as treatment for off-task behavior in children with attention deficit hyperactivity disorder. *Journal of Applied Behavior Analysis, 35(2),* 199–204. https://doi.org/10.1901/jaba.2002.35-199

Gage, N.A., Lewis, T.J., & Stichter, J.P. (2012). Functional behavior assessment-based interventions for students with or at risk for emotional and/or behavioral disorders in school: A hierarchical linear modeling meta-analysis. *Behavioral Disorders, 37(2),* 55-77)

Gann, C.J., Ferro, J.B., Umbreit, J., & Liaupsin, C.J. (2014). Effects of a comprehensive function-based intervention applied across multiple educational settings. *Remedial and Special Education, 35(1),* 50-60.

Garbacz, S.A., Jordan, P., Novotnak, T., Young, K., Zahn, M., & Markham, M.A. (2022a). Parent, Teacher, and Student Perceptions of Conjoint Behavioral Consultation for Middle School Students. *Journal of Educational and Psychological Consultation, 32(4),* 454-485, DOI: 10.1080/10474412.2022.2054422

Garbacz, S.A., Moore, K.J., Mauricio, A.M., & Stormshak, E.A. (2022b). Promoting family centered support assessment and intervention. Journal of Educational and Psychological Consultation, 32(2), 185-209. https://doi.org/10.1080/10474412.2021.1963266.

Gordon, J., Downey, J., & Bangert, A. (2013). Effects of a School-Based Mentoring Program on School Behavior and Measures of Adolescent Connectedness. *School Community Journal, 2(23),* 227-250.

Gresham, F. M., Sugai, G. & Horner, R. H. (2001). Interpreting outcomes of social skills training for students with high-incidence disabilities. *Exceptional Children, 67(3),* 331-334.

Hawkins, R. O., Collins, T. A., Haas Ramirez, L., Murphy, J. M., & Ritter, C. (2020). Examining the generalization of a combined independent and interdependent group contingency for students with emotional and behavioral disorders. Behavioral Disorders, 45(4), 238–251. https://doi.org/10.1177/0198742919888758

Helms, J.E. (2015). An examination of the evidence in culturally adapted evidence-based or empirically supported interventions. *Transcultural Psychiatry, 52(2),* 174-197. DOI: 10.1177/1363461514563642.

Helton, M.R. & Alber-Morgan, S. (2018). Helping parents understand applied behavior analysis: Creating a parent guide in 10 steps. *Behavior Analysis in Practice, 11,* 496-503. https://doi.org/10.1007/s40617-018-00284-8.

Hieneman, M. & Fefer, S.A. (2017). Employing the principles of positive behavior support to enhance family education and intervention. *Journal of Child and Family Studies, 26,* 2655-2668.

Johnson, H.N., Carpenter, M.E., Borosh, A.M., & Folkerts, R. (2022). *Inclusive Practices, 1(3),* 106-113.

Kamps, D., Wills, H. P., Heitzman-Powell, L., Laylin, J., Szoke, C., Petrillo, T., & Culey, A. (2011). Class-wide function-related intervention teams: Effects of group contingency programs in urban classrooms. Journal of Positive Behavior Interventions, 13(3), 154–167. https://doi.org/10.1177/1098300711398935

Kern, L., & Clemens, N. H. (2007). Antecedent Strategies to Promote Appropriate Classroom Behavior. *Psychology in the Schools, 44(1),* 65–75. https://doi.org/10.1002/pits.20206

Klingbeil, D. A., Dart, E. H., & Schramm, A. L. (2019). A Systematic Review of Function-Modified Check-In/Check-Out. Journal of Positive Behavior Interventions, 21(2), 77–92. https://doi.org/10.1177/1098300717878032

Lane, K., & Wehby, J., & Menzies, H., & Doukas, G., & Munton, S., & Gregg, R. (2003). Social Skills Instruction for Students at Risk for Antisocial Behavior: The Effects of Small-Group Instruction. *Behavioral Disorders. 28.* 229-248. 10.1177/019874290302800308

Lane, K. L., Smither, R., Huseman, R., Guffey, J., & Fox, J. (2007). A function-based intervention to decrease disruptive behavior and increase academic engagement. *Journal of Early and Intensive Behavior Intervention, 4(1),* 348–364. https://https://doi.org/10.1037/h0100348

Maggin, D. M., Johnson, A. H., Chafouleas, S. M., Ruberto, L. M., & Berggren, M. (2012). A systematic evidence review of school-based group contingency interventions for students with challenging behavior. Journal of School Psychology, 50(5), 625–654. https://doi.org/10.1016/j.jsp.2012.06.001

Masud, A.B., Walker, V.L., Carpenter, M.E., & Anderson, A. (2023). Functional communication training in inclusive school settings for students with intellectual and developmental disabilities: A literature review. *Journal of Positive Behavior Interventions, 25(4),* 239-252. DOI:10.1177/10983007221126530.

McComas, J. J., Downwind, I., Klingbeil, D. A., Petersen-Brown, S., Davidson, K. M., & Parker, D. C. (2017). Relations between instructional practices and on-task behavior in classrooms serving American Indian students. *Journal of Applied School Psychology, 33(2),* 89–108.

McDaniel, S. C., Houchins, D. E., & Robinson, C. (2016). The Effects of Check, Connect, and Expect on Behavioral and Academic Growth. *Journal of Emotional and Behavioral Disorders, 24(1),* 42–53. https://doi.org/10.1177/1063426615573262

McKenna, J.W., Flower, A., Kim, M.K., Ciullo, S., & Haring, C. (2015). A systematic review of function-based interventions for students with learning disabilities. *Learning Disabilities Research & Practice, 30(1),* 15-28.

Menzies, Holly & Doukas, Georgia & Munton, Sarah & Gregg, Rebecca. (2003). Social Skills Instruction for Students at Risk for Antisocial Behavior: The Effects of Small-Group Instruction. *Behavioral Disorders. 28.* 229-248. 10.1177/019874290302800308.

Moon, J., Webster, C.A., Herring, J., & Egan, C.A. (2022). Relationships between systematically observed movement integration and classroom management in elementary schools. *Journal of Positive Behavioral Interventions, 24(2),* 122-132. DOI: 10.1177/1098300720947034.

Moore, T. C., Alpers, A. J., Rhyne, R., Coleman, M. B., Gordon, J. R., Daniels, S., Skinner, C. H., & Park, Y. (2019). Brief prompting to improve classroom behavior: A first-pass intervention option. *Journal of Positive Behavior Interventions, 21(1), 30–41.* https://doi.org/10.1177/1098300718774881

Moote, G., Smyth, N. J., & Wodarski, J. S. (1999). Social Skills Training With Youth in School Settings: A Review. **Research** on Social Work Practice, 9, 427-465.

Myers, D.M., Simonsen, B., & Sugai, G. (2011). Increasing teachers' use of praise with a response-to-intervention approach. *Education and Treatment of Children, 34,* 35-59.

Paik, L. (2017). Good parents, bad parents: Rethinking family involvement in juvenile justice. *Theoretical Criminology, 21(3),* 307-323.

Partin, T. C. M., Robertson, R. E., Maggin, D. M., Oliver, R. M., & Wehby, J. H. (2010). Using teacher praise and opportunities to respond to promote appropriate student behavior. Preventing School Failure: Alternative Education for Children and Youth, 54, 172–178.

Pinkleman, S.E. & Horner, R.H. (2017). Improving implementation of function-based interventions: Self-monitoring, data collection, and data review. *Journal of Positive Behavior Interventions, 19(4),* 228-238. DOI: 10.1177/1098300716683634.

Pisacreta, J., Tincani, M., Connell, J. E., & Axelrod, S. (2011). Increasing teachers' use of a 1: 1 praise-to-behavior correction ratio to decrease student disruption in general education classrooms. *Behavioral Interventions, 26(4),* 243–260.

Richman, D. M., Barnard, B. L., Grubb, L., Bosch, A., & Abby, L. (2015). Meta-analysis of noncontingent reinforcement effects on problem behavior. *Journal of Applied Behavior Analysis, 48(1),* 131–152. https://doi.org/10.1002/jaba.189

Salend, S.J. & Taylor, L.S. (2002). Cultural perspectives: Missing pieces in the functional assessment process. *Intervention in School and Clinic, 38(2),* 104-112.

Scott, T.M. & Gage, N. (2020). An Examination of the Association between teacher's instructional practices and school-wide disciplinary and academic outcomes. Education and Treatment of Children, 43, 223–235. https://doi.org/10.1007/s43494-020-00024-0

Sidwell, M.D., Gadke, D.L., Farmer, R., Ripple, H., & Tritley, J. (2022). Evaluating the potential for correspondence between brief functional analysis and interview-informed synthesized contingency analysis procedures. *Canadian Journal of School Psychology, 37(2),* 160-174. DOI: 10.1177/08295735211041815.

Sutherland, K. S., Wehby, J. H., & Copeland, S. R. (2000). Effect of varying rates of behavior-specific praise on the on-task behavior of students with EBD. *Journal of Emotional and Behavioral Disorders, 8(1),* 2–8. https://doi.org/10.1177/106342660000800101

Sutherland, K. S., Wehby, J. H., & Yoder, P. J. (2002). Examination of the relationship between teacher praise and
opportunities for students with EBD to respond to academic requests. Journal of Emotional and Behavioral Disorders, 10(1), 5–13. https://doi.org/10.1177/106342660201000102

Tsai, S.-F., & Cheney, D. (2012). The Impact of the Adult–Child Relationship on School Adjustment for Children at Risk of Serious Behavior Problems. *Journal of Emotional and Behavioral Disorders, 20(2),* 105–114. https://doi.org/10.1177/1063426611418974

Wolfe K., Pyle D., Charlton C.T., Sabey, C.V., Lund E.M., & Ross S.W. (2016). A Systematic Review of the Empirical Support for Check-In Check-Out. *Journal of Positive Behavior Interventions, 18(2),* 74-88. doi:10.1177/1098300715595957