Comprehensive, School-wide Prevention and Intervention Program for Students with or At-risk for Emotional/Behavioral Disorders

K. Richard Young, Michelle Marchant, Lee Anne M. Larsen, Darlene Anderson, Aaron Popham, Lynnette Christensen

Center for the Improvement of Teacher Education and Schooling (CITES)

Brigham Young University
The purpose of this paper is to discuss guidelines for school personnel to consider as they develop schoolwide programs for:

(a) the social, emotional, and behavioral development of all students within a school
(b) the prevention of emotional and behavioral disorders in at-risk students
(c) the treatment of students already struggling with serious emotional and behavioral difficulties.
Framework For Sustainability

Acceptability, Feasibility, & Effectiveness → Sustainability
Safe and Secure School

Trends in society seem to promote aggressive behavior as a solution to interpersonal conflict. Students frequently bring their anti-social behavior, that has been learned and reinforced in their out-of-school environments, to school. This interferes with the development and maintenance of an environment that is safe, secure, and conducive to learning. Teachers and school administrators face continuous behavioral challenges on a daily basis as they attempt to maintain safe and orderly classroom environments, where teachers are permitted to teach and where all students can learn. (Young, Marchant, & Wilder, in Press.)
Create Positive School Environments

Educators across the country must address problem behavior as part of their daily assignment, in addition to teaching academic content. Addressing antisocial behavior is critical because there is a direct relationship between academic failure, underachievement, and poor social adjustment. If schools do not attend to the emotional and behavioral needs of students on a broad scale, it is unlikely that they will create the conditions necessary for academic success for many of the students. (Young, Marchant, & Wilder, In Press).
Process of Project Development

Initial Meetings
1. Readings & Video
2. Discussion of Needs and Solutions
3. Steering Committee Identified - Parents and School Staff
4. Discussion with All Faculty and Commitment from School
5. Transform Solutions into Action
   Plans/Prioritize
   • Identify Theme
   • Select Social Skills
   • Integrate with Current Discipline Plan/Character Education Programs

6. Steering Committee’s Ongoing Responsibilities
   • Develop Model
   • Evaluate Model
Model

- Universal Intervention-Schoolwide Social Development and Positive School Climate
- Secondary and Tertiary Interventions
Universal Interventions - Components of Schoolwide Program

1. Relationship Building Activities
2. Peaceable School Pledge
3. Social Skills Instruction
4. Skill Building Notes
5. Family Social Skills Packets
6. Monthly Home Notes
Universal Interventions-Components of Schoolwide Program (continue)

7. Playground Activities
8. Bus Activities
9. Bus Line Activities
10. Lunchroom Activities
11. Visual Displays
Project Results to Date
Informal Indicators

- A partnership of mutual trust and respect.
- Principals accepting ownership and giving directions.
- Teachers are involved in leadership.
- Teachers are involved in program and curriculum development.
- All teachers in two partner schools are teaching social skills, pledge, etc.
Informal Indicators (continued)

- Parents involved in planning and implementation.
- Increasing number of visual displays (e.g. posters, student work, “paw prints”).
- School wide data [e.g. decreasing office referrals, number of persons mastering social skills, praise notes, impact in multiple settings (school bus, lunchroom, playground, classroom, homes)].
- Student performance during non-classroom activities.
Grandview’s Social Skills
2001-2002

Respect and Gratitude  (September-November)
  September  1. How to Follow Instructions
  October  2. How to Accept Feedback
  November  3. How to Show/Express Appreciation

Friendship  (December-February)
  December  1. How to Accept a Compliment
  January  2. How to Ask to Participate
  January  3. How to Invite Others to Participate
  February  4. How to Give Encouragement

Problem Solving  (March-May)
  March  1. How to Make a Decision
  April  2. How to Prioritize Problems
  May  3. How to Resolve Differences

Approximately 582 students X 10 Social Skills = 5820 Skills Taught
Spot Checks-- 82% All steps, 13% 1 or more steps, 4% No steps
Praise Notes

Praise Notes by Month

<table>
<thead>
<tr>
<th>Month</th>
<th>Praise Notes Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>356</td>
</tr>
<tr>
<td>November</td>
<td>1764</td>
</tr>
<tr>
<td>December</td>
<td>172</td>
</tr>
<tr>
<td>January</td>
<td>184</td>
</tr>
<tr>
<td>February</td>
<td>204</td>
</tr>
<tr>
<td>March</td>
<td>313</td>
</tr>
<tr>
<td>April</td>
<td>330</td>
</tr>
<tr>
<td>Total # of Praise Notes Given</td>
<td>School Total</td>
</tr>
</tbody>
</table>
Survey Results

Grandview Elementary School

Signal Analysis Legend

- **Purple**: Exemplary – This is determined by having 80 percent or more of the respondents strongly agreeing with the item.
- **Green**: Superior – This is determined by having 60 percent or more of the respondents agreeing or strongly agreeing with the item, or 50 percent or more of the respondents strongly agreeing with the item.
- **Yellow**: Undistinguished – Default for any item that is not purple, green, or red.
- **Red**: Improvement Needed – This is determined by having 20 percent or more of the respondents disagreeing or strongly disagreeing with the item.

The first table of this report, below, summarizes global domains by audience in order of measured priority; the second page is a breakdown for each domain by item; the third is a disaggregation by item for home language, teacher experience, child gender, and child ethnicity; and the last page summarizes demographic data and domain priorities.

<table>
<thead>
<tr>
<th>Indicators of School Quality: Summary</th>
<th>Parent</th>
<th>Teacher</th>
<th>Student</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Excellence</td>
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<tr>
<td>Parent Support</td>
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<tr>
<td>Instructional Quality</td>
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<tr>
<td>Student Commitment</td>
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<tr>
<td>Safety</td>
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<tr>
<td>Administration</td>
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<tr>
<td>Resource Accessibility</td>
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</tbody>
</table>
## Status Report

### Indicators of School Quality

<table>
<thead>
<tr>
<th>Status Report</th>
<th>Parent</th>
<th>Teacher</th>
<th>Student</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Support</strong></td>
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<tr>
<td>Parents volunteer often at the school</td>
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<tr>
<td>Parents know what happens at school</td>
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<tr>
<td>Enough parents participate at parent/teacher conferences</td>
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<tr>
<td>Parents support extracurricular activities</td>
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<tr>
<td><strong>Teacher Excellence</strong></td>
<td></td>
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<tr>
<td>Teachers are knowledgeable about the subjects they teach</td>
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<tr>
<td>Teachers care about students as individuals</td>
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<tr>
<td>Teachers maintain discipline in their classrooms</td>
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<tr>
<td>Teachers are well organized</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers enjoy teaching</td>
<td></td>
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<tr>
<td><strong>Student Commitment</strong></td>
<td></td>
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<tr>
<td>Students are well behaved</td>
<td></td>
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<td></td>
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<tr>
<td>Enough students participate in extracurricular activities</td>
<td></td>
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<tr>
<td>Students are excited about learning</td>
<td></td>
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<td></td>
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<tr>
<td>Students have pride in their school</td>
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<tr>
<td><strong>Administration</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Administration is accessible to parents, students, and staff</td>
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<tr>
<td>Administration is supportive of teachers</td>
<td></td>
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<tr>
<td>Administration is well organized</td>
<td></td>
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<tr>
<td>Administration applies appropriate discipline at the school</td>
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<tr>
<td>Administration has high expectations for all students</td>
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<tr>
<td><strong>Instructional Quality</strong></td>
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<tr>
<td>This school prepares students for future employment</td>
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<tr>
<td>This school provides a quality education</td>
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<tr>
<td>Instruction at this school is innovative</td>
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<td></td>
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<tr>
<td>Instruction at this school challenges students</td>
<td></td>
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<tr>
<td><strong>Resource Accessibility</strong></td>
<td></td>
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<tr>
<td>Staff has access to enough ongoing training</td>
<td></td>
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<tr>
<td>Counselors are accessible to students</td>
<td></td>
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<tr>
<td>Students have adequate computer access</td>
<td></td>
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<tr>
<td>The school has enough quality textbooks</td>
<td></td>
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<td></td>
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<tr>
<td>Students have enough extracurricular opportunities</td>
<td></td>
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</tr>
<tr>
<td><strong>Safety</strong></td>
<td></td>
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<tr>
<td>Students and staff feel safe at school</td>
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<td></td>
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<tr>
<td>Students feel safe going to and from school</td>
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<tr>
<td>The school is clean and in good repair</td>
<td></td>
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</tr>
<tr>
<td>The school grounds and hallways are well supervised</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Indicators of School Quality

#### Status Report

<table>
<thead>
<tr>
<th>School Climate Supplement</th>
<th>%</th>
<th>Parent</th>
<th>Teacher</th>
<th>Student</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school strives for academic success for all students</td>
<td>34 - 26</td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
</tr>
<tr>
<td>Everyone at this school treats others with positive regard &amp; respect</td>
<td>21 - 30</td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
</tr>
<tr>
<td>This school strives to prepare students to be responsible citizens</td>
<td>16 - 19</td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
</tr>
<tr>
<td>This school involves families in a meaningful way</td>
<td>13 - 19</td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
</tr>
<tr>
<td>Students at this school feel safe in their learning environment</td>
<td>18 - 11</td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
</tr>
<tr>
<td>This school uses positive means to develop student cooperation</td>
<td>17 - 7</td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
</tr>
<tr>
<td>Adults at this school treat students fairly</td>
<td>7 - 4</td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
</tr>
<tr>
<td>Our school has options for helping socially at-risk students</td>
<td>5 - 4</td>
<td><img src="yellow.png" alt="Yellow" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
</tr>
<tr>
<td>Students are provided enough opportunities to express feelings</td>
<td>6 - 0</td>
<td><img src="yellow.png" alt="Yellow" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
</tr>
<tr>
<td>This school develops effective links to the community</td>
<td>1 - 4</td>
<td><img src="yellow.png" alt="Yellow" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
<td><img src="green.png" alt="Green" /></td>
</tr>
</tbody>
</table>
## Social Development

### Indicators of School Quality

#### Status Report

<table>
<thead>
<tr>
<th>Indicator</th>
<th>%</th>
<th>Parent</th>
<th>Teacher</th>
<th>Student</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>P - T</td>
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<td></td>
</tr>
</tbody>
</table>

#### Social and Emotional Development Supplement

1. Students at this school show respect for each other: 25 - 41%
2. Students at this school are motivated to use appropriate social skills: 24 - 33%
3. Teachers believe appropriate praise of student behavior is important: 35 - 15%
4. Students share responsibility for making school a positive & safe place: 18 - 30%
5. Students at this school are learning important social skills: 22 - 22%
6. Students with special needs receive special help: 18 - 15%
7. Students at this school use appropriate social skills: 9 - 22%
8. Students receive written praise notes for responsible social behavior: 11 - 0%
**Social Validity**

**Data**

---

**IMPLEMENTATION OF SOCIAL SKILLS**

Please indicate your level of agreement with the following statements by typing a "1" in the appropriate box.

<table>
<thead>
<tr>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>c</td>
<td>d</td>
<td>e</td>
</tr>
</tbody>
</table>

1. Since implementing social skills instruction at school, I have seen students use these social skills more often.

2. Praise notes have motivated students to use the social skills.

3. Praise notes have motivated students to follow school rules and behave well in class.

4. Praise notes have motivated students to follow school rules in non-class settings, e.g., playground, lunchroom, halls, etc.

5. The Peaceable Schools Social Skills Instruction Program is important for our students’ social development.

6. Parents are aware and supportive of social skills programs.

7. Encouraging students to follow rules and school activities

8. The Peaceable Schools Project Staff has designed useful activities

9. The Peaceable Schools Project Staff has provided enough training to enable me to implement the

10. The Peaceable Schools Project Staff has responded to

Comments:

PLEASE DO NOT REPLY TO SENDER. WHEN YOU HAVE FINISHED WITH THE SURVEY, PLEASE REPLY.
Secondary and Tertiary Interventions

1. Screening Process
   - SSBD: At-Risk vs. EBD
   - Functional Behavioral Assessment and Behavioral Checklists

2. Positive Behavior Support Plans

3. Monitoring Students Identified as At-Risk
The Effects of Peer Mediated Behavior Support Plans: On Elementary School-Age At-Risk Students

Lynnette Christensen, K. Richard Young, Michelle Marchant, & Janet F. Young
Center for the Improvement of Teacher Education and Schooling (CITES)
Brigham Young University

Saturday, November 23, 2002 at 11 AM
in the Cavetto Room
Results: Justin
Office Referral Data: Justin

# of Referrals

<table>
<thead>
<tr>
<th>Months</th>
<th># of Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept-Jan</td>
<td>10</td>
</tr>
<tr>
<td>Feb-May</td>
<td>0</td>
</tr>
</tbody>
</table>
Results: Eduardo
Results: Jose
Work Completion Data: Jose

![Bar chart showing average number of centers/day across different conditions of study.](chart_image)
School-Wide Positive Behavior Supports for Playground Behavior

Michelle Marchant, Adam Fisher, Brock Solano, K. Richard Young, & Jana Lindberg
Center for the Improvement of Teacher Education and Schooling (CITES)
Brigham Young University

Saturday, November 23, 2002 at 12 PM in the Cavetto Room
Playground-Aggressive Behavior

![Graph showing responses per minute (Aggression) and % interval (Appropriate Play). The graph compares baseline, intervention, and implementation periods.](image)
Playground-Aggressive Behavior

Responses per minute (Aggression)

Days

Percent Interval (Appropriate Play)

Baseline
Implementation
Intervention

Aggression
Appropriate Play
Playground-Aggressive Behavior
The Use of Functional Behavior Assessment and Positive Behavioral Support Plans as Pre-referral Interventions for Students At-risk for Emotional/Behavioral Disorders

Heidi Lamb Castle, Lee Anne M. Larsen, Adam Fisher, Brock Solano, Darlene Anderson, K. Richard Young, & Michelle Marchant, Center for the Improvement of Teacher Education and Schooling (CITES)

Brigham Young University

Saturday, November 23, 2002 at 1 PM in the Cavetto Room
Teacher Praise
Office Referrals

[Graph showing office referrals over time with specific dates and points labeled as Baseline, Adam, and Treatment]
Peaceable School Pledge

**Pledge of Westside Peace Makers**

I show a peaceable character by being respectful of others. I follow directions and rules. I accept feedback and consequences. I show appreciation. I will help make the world a better place.

**Pledge of Grandview Grizzly Pride**

I show Grizzly Pride by being respectful of others. I follow directions. I accept feedback and consequences. I show appreciation. Grizzly Pride begins with me!
Skill Building Notes

You've been CAUGHT showing your GRIZZLY PRIDE!

- Thank you for making our school a better place by using your social skills.
- □ Following Directions
- □ Accepting Feedback/Consequences
- □ Showing Appreciation
- □ Other

Signed: __________________  Date: ____________  Student's Teacher: __________________

You've been CAUGHT showing your WILDCAT PRIDE!

- Thank you for making our school a better place by using your social skills.
- □ Following Directions
- □ Accepting Feedback/Consequences
- □ Showing Appreciation

Signed: __________________  Date: ____________  Student's Teacher: __________________
Monthly Home Notes

Kids—Have your parents circle the correct answer to the question below, then bring the paper back to school by Friday with your parent's signature, and get a REWARD from your teacher! (You might need to help your parents!) 😊

**WHAT IS Wildcat Pride?**

- a. The name of our school mascot
- b. Westside's new character development program that focuses on teaching positive social skills
- c. Mrs. Huff's middle name

Parent signature

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**SAMPLE**

---

**CERTIFICATE OF WILDCAT PRIDE**

WESTSIDE ELEMENTARY

AWARDED TO:

---

**CERTIFICATE OF GRIZZLY PRIDE**

GRANDVIEW ELEMENTARY

AWARDED TO:

---
Playground Activities

FOLLOW THE RULES OF THE GAMES.
USE EQUIPMENT IN A SAFE WAY.
EVERYONE CAN PAY.
KEEP HANDS & FEET TO YOURSELF.
USE KIND WORDS.

SHOW YOUR CHARACTER

... on the Playground.
I use equipment properly.
I play safely in assigned areas.
I find playground helpers when in need.
I leave the restrooms clean when I leave.

Caring, Respect, Responsibility, Honesty, Trust, Family
Bus Activities

SHOW YOUR CHARACTER

... on the School Bus.
I talk softly.
I stay seated.
I keep my hands and feet to myself.
I do not talk at railroad crossings.

Caring, Respect, Responsibility, Honesty/Trust, Family
Bus Line Activities

SHOW YOUR CHARACTER

... in the School Bus Loading Area.
I line up.
I stay in my bus line.
I talk softly.
I keep my hands and feet to myself.

Caring, Respect, Responsibility, Honesty / Trust, Family
Lunchroom Activities

SHOW YOUR CHARACTER

... in the Lunchroom.
I walk and talk quietly.
I stay seated.
I clean my area when I leave.
I keep food in the lunchroom.

Caring, Respect, Responsibility, Honesty/Trust, Family