DOCUMENT RESUME

ED 405 713 EC 305 433

TITLE	[Providing Effective Behavior Support.]
INSTITUTION	Oregon State Dept. of Education, Salem.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	96
NOTE	14p.
PUB TYPE	Collected Works - Serials (022) -- Guides - Non-Classroom Use (055)
JOURNAL CIT	SAIL: Technical Assistance Journal; v11 n1 Win 1996
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Administrator Role; Ancillary School Services; Antisocial Behavior; *Behavior Change; *Behavior Disorders; *Change Strategies; Educational Environment; Elementary Secondary Education; Interpersonal Competence; *Intervention; Leadership; Models; Principals; Pupil Personnel Services; Special Education; Teamwork; Technical Assistance
IDENTIFIERS	*Oregon

ABSTRACT

This theme issue addresses the provision of behavioral support for students with behavior disorders. The first article, "Providing Effective Behavior Support to All Students: Procedures and Processes" (George Sugai), summarizes the literature on the effectiveness of various interventions and offers several models for examining the teaching of social skills, academic and curricular modifications, and behavioral interventions. A second article by Gary Sehorn, "Administrative Leadership and Effective Behavior Support," offers eight guidelines for school principals who are attempting to implement the Effective Behavior Supports model to change the culture of a school, including a suggested eight-item list for changing the mind set of teachers and students. A third article, "Establishing a Safe and Positive School Climate" (Jeffrey Sprague), identifies school climate factors that contribute to the development of antisocial behavior as well as school protective factors that hedge against such development. Several briefer articles address the building of school team support for children with difficult behaviors, the Oregon Behavioral Support Cadre, and special needs students in general education settings. (Major articles contain references.) (DB)

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EC 306433

Technical Assistance Journal
Oregon Special Education
Winter 1996
Volume XI Issue 1

SAIL

Alternatives in Learning for 21st Century Schools

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Addressing the behavior support needs of all students in Oregon public schools is possible; an understanding of the breadth of the focus needed is critical to the success of any effort.

Providing Effective Behavior Support to All Students: Procedures and Processes

George Sugai, Ph.D.
University of Oregon

Over the past 27 years, the number one concern facing public schools in the United States has been addressing discipline-related problems. Lack of discipline, drug abuse and fighting/violence/gangs are concerns stated by nearly 30 percent of the public. The public schools can respond to these challenges by adopting practices that have been shown to be trustworthy, accessible and usable by using a systems approach to provide positive behavior support.

Context for Effective Behavior Support

Today's students enter our schools with backgrounds that are unique, diverse and challenging. Generally, these students look more different than similar from one another. In today's schools, for example, more students are entering our schools with (a) English as a second language, (b) limited financial resources, (c) minimal preschool experiences, (d) limited pre-academic skills, and (e) unlearned repertoires of prosocial behavior. Fortunately, many students succeed in our schools despite these differences. Other children, however, experience significant academic and behavioral difficulties and require more intensive and individualized educational programming than what is generally provided to the student body.

These children come from contexts and with behavioral repertoires that conflict with the norms of the school. For example, children with significant antisocial behavior problems frequently are associated with (a) home situations in which behavior management is inconsistent and punitive and behavioral monitoring is lacking, (b) neighborhoods in which negative peer networks dominate and opportunities for prosocial engagements are missing, and (c) school environments in which rules and consequences are unclear, expectations are not taught and practiced, disciplinary approaches are punitive, academic failure is high and individualized programming is lacking. Clearly, for these students a multifaceted approach is most desired; schools are in the unique position to provide significant support to these students. Teaching is emphasized, a predictable schedule of activities is provided on a daily basis, trained personnel are present and appropriate peer and adult models are available.

Our traditional approach to school discipline consists of providing statements about school expectations and violations and administering strict sanctions for rule violations in order to inhibit recurrences of problem behavior. Fortunately, most students respond favorably to this approach because they have experiences that enable them to learn from negative consequences. For other students, these negative sanctions have little effect, and increases in problem behavior are observed. However, we know what does and does not work for these students.

Continued on page 2

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Recent major reviews of intervention research indicate that the three least effective strategies for students with antisocial behavior are counseling, psychotherapy and punishment. The three most effective interventions have been found to be social skills training, academic and curricular restructuring and behavioral interventions.

The school experiences that we provide "all" students may not be effective or appropriate for "all" students. By definition, students with significant and chronic problem behaviors do not respond to a universally applied intervention program such as school-wide discipline or social skills intervention. Students' failure to respond is seen as an indicator of the severity and persistence of their problem behavior. These students require specially designed and individualized interventions that are maintained by a comprehensive and positive school-wide system of behavior support. School personnel must match the specificity of their behavioral programming to the intensity and severity of the problem behavior displayed by students. This relationship is illustrated in Figure 1.

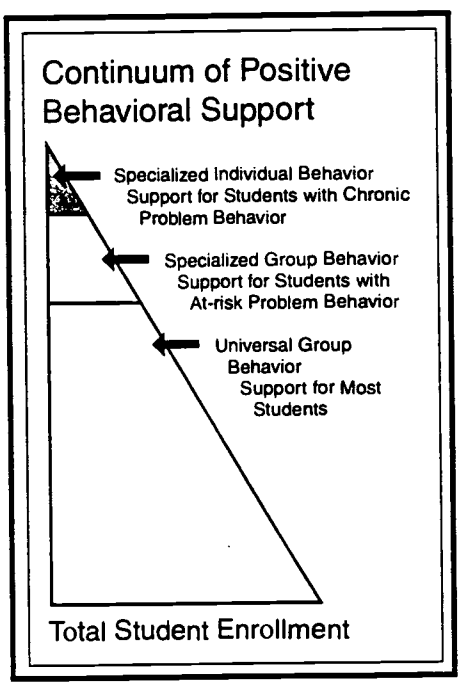

Figure 1

To address the behavioral support needs of all students within a school context, a systems approach considers four major school subsystems (Figure 2). The first subsystem is the collection of procedures and processes that are intended for all students, all staff members and all settings. The second subsystem focuses on specific settings that exist within the school environment such as the lunchroom, playground, hallways, buses and assemblies. The third subsystem addresses the processes and procedures of the individual classrooms where teachers structure learning opportunities and fit school-wide expectations to accommodate their classroom routines and structures. The final subsystem is the processes and procedures for high-intensity, specially designed and individualized interventions for the estimated 3 to 7 percent of students who present the most challenging problem behavior.

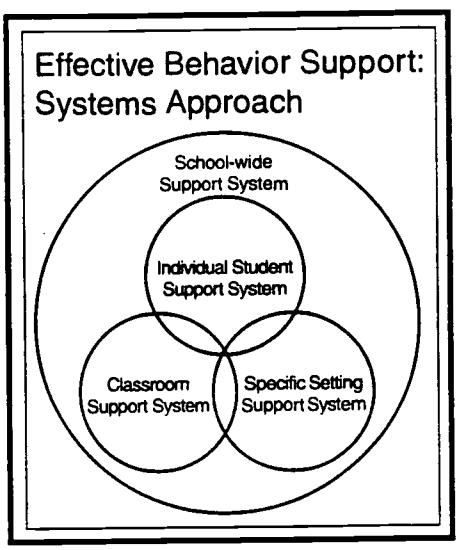

Figure 2

Procedures of Effective Behavior Support

Strategies for teaching social skills, academic and curricular modifications and behavioral interventions are available from a variety of sources. At the school-wide, specific setting and classroom levels, these strategies can be organized into six basic components: (a) a clear and positive statement of purpose, (b) a set of positively stated expectations for prosocial behavior, (c) procedures for teaching school-wide expectations, (d) a continuum of procedures for encouraging displays of school-wide expectations, (e) a continuum of procedures for discouraging violations of school-wide expectations, and (f) a method for monitoring implementation and effectiveness of these procedures.

At the individual student level, effective procedures such as functional assessment strategies, social skill instruction, self-management training or direct instruction have been identified. However, individual students with significant challenging behavior have demonstrated resistance to universal interventions and are not likely to be "fixed" by a single application of an intervention by a single staff member. In contrast, responding to the behavioral challenges presented by these students requires time, personnel, behavioral expertise and sustained commitment and effort. More important, for implementation of the procedures of the individual support system to be effective, the school-wide behavior support system must be in place and functioning efficiently.

Processes of Effective Behavior Support

Having strategies, policies and procedures for promoting prosocial behavior is essential; however, processes for effective behavior support systems must be in place and sustained over time. Schools represent complex environments that are not influenced easily by subtle, isolated efforts. Substantial change in significant problem behavior requires

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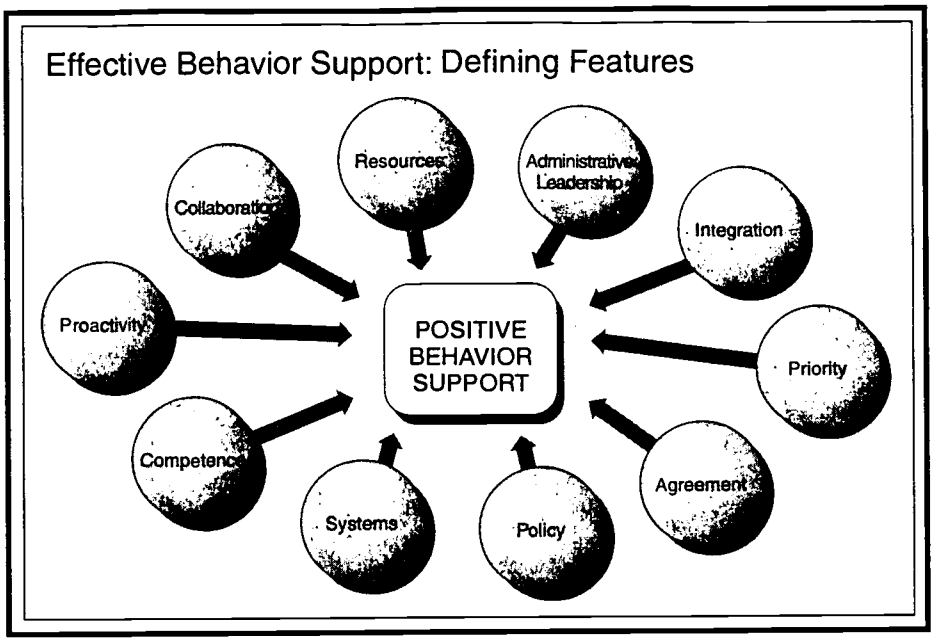

Figure 3

EBS Process Requirements

Priority:	Enhancement of behavior support a top three school improvement goals.
Collaboration:	Team-based approach emphasized.
Leadership:	Administrator actively involved.
Need:	Necessity for enhancement of behavior support is defined.
Agreement:	All staff agreement that need exists, & commit to active & long-term participation.
Policy:	Written documents provide direction & significance.
Systems:	All staff, students, & settings included in systemic approach.
Integration:	Behavioral support incorporated into academic programming.
Competence:	Behavioral skills available in building.
Proactivity:	Positive, preventative behavior support emphasized.
Resources:	Time, materials, equipment, FTE, & technical assistance are committed.

Figure 4

a level of effort that matches the level of the problem. The integration of the four subsystems provides one structure for supporting that effort. Schools making significant progress in implementing these systems have found the features depicted in Figure 3 and described in Figure 4 central to their success.

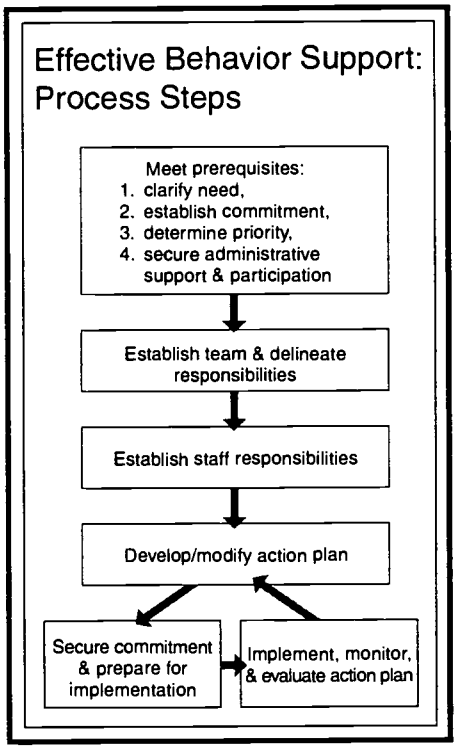

Figure 5

These features are organized into a series of steps that represents the overall effective behavior support process (Figure 5). In general, this process is characterized by four major features. First, the need for behavior support, staff commitment to the process, priority in the school improvement plan of the building and administrative involvement are essential prerequisite conditions. Without these, the procedures and remaining process steps are likely to be inefficient and ineffective. Second, a school-wide team must be given the authority and responsibility to oversee the behavior support process. Individual teachers or administrators do not have the capacity and resources to manage a comprehensive system of school-wide behavior support. Third, all members of the school staff must establish a uniform commitment to the effective behavior support process and agree on a clear statement of responsibilities for all staff members. Finally, an ongoing planning process must be established, including specific action plans, ongoing staff training, consistent implementation and regular monitoring of implementation effectiveness.

Summary

Addressing the behavior support needs of all students in Oregon public schools is significant and possible; the solution requires a commitment to a sustained and best practices effort. The overview provided here includes the procedures and processes that characterize a proactive approach to effective behavior support for all students, emphasizing a number of important messages. First, schools play a significant and influential role in the teaching and improvement of prosocial behavior in children and youth. Second, effective behavior support procedures exist and should be given high priority in school improvement efforts. Third, a systems level approach is needed to address the full continuum of behavior support needs found in today's schools. Fourth, procedural choices should be based on the systematic assessment of the observed nature and level of the problem. Finally, procedural effectiveness and implementation success are affected directly by the processes and structures that comprise the school-wide behavior support system of a building.

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From the desk of Steven Johnson

Associate Superintendent, Office of Special Education

Every individual is included within or separated from a community, social groups and even families depending on his or her behavior. Children's behavior and social interaction patterns are shaped, formed and guided by their home, school and neighborhood expectations. Children learn acceptable behavior from reactions to their actions and words. All of us in education, on all levels, have a responsibility to create a school community that is intentional in its efforts to support children in learning, using and integrating effective and acceptable behavior. To be successful for all students, Oregon's efforts to restructure schools need the positive environment that safe and effective behaviors bring.

This issue of SAIL is one that should be copied and placed in the in-boxes of every staff member of every school, clinic and agency which deals with children. The writers offer ideas for discussion, suggestions for planning and action and concerns for reflection that can instruct all of us in our work with students.

Throughout all of the articles is the message that behavior support is everyone's responsibility, everyone's business. As we work to support effective behavior in our educational communities, we have a responsibility for our own actions and our treatment of every person - adult and student, parent and professional, faculty and staff - with whom we come into contact. Our actions and considerations of the individual need to have an underlying foundation of concern and care for the individual's honor, pride and self-esteem. The smallest of interactions contributes to a pattern of behavior, setting the expectations and standards for acceptable and effective behavior.

> "...behavior support is everyone's responsibility, everyone's business."

It is everyone's job to assist others in learning the parameters of acceptable behaviors. We do that consciously and through our actions. Our actions model our expectations and standards for behavior. Even more important, the nature of our interactions and expectations pervades the social environment of the school community, contributing to the attitudes and acceptance of behavior. We each add our piece to safe and respectful schools. The challenge is to contribute to the school environment in ways that we know will be most effective for all students. ▧

Effective Behavior Support

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Administrative Leadership and Effective Behavior Support

By Gary Sehorn,
Associate Principal for
Curriculum and Instruction
Tualatin High School

Any school principal with experience has faced a situation that sounds something like this: One student is terrorizing a classroom and perhaps the whole school. The teachers have had it, the lunchroom aides have had it, the bus driver has had it and the other kids have had it.

They all have the same solution. Get rid of the kid. And they turn to the principal demanding action. Get rid of this kid. Get rid of this kid now. It's him, or it's us!

When staff members reach that level of frustration, law, due process and appropriate placement questions are often ignored. It's crisis management. If cooler heads prevail, a "plan" is generally developed.

Over the years, I have eagerly participated as we try to "fix" kids by crafting wonderful plans. Most of my experience has been with middle school students who may respond very well with the teacher who helped build the plan and strives to keep the student in class, but when the kid goes across the hall for another class to the teacher who never "bought in," things can fall apart quickly. Of course when the student goes to the lunchroom, walks the halls, goes to recess, rides the bus or goes on a field trip, the plan can crumble.

This is all very frustrating for teachers who are working hard to help students succeed, and such scenarios provide plenty of staff room ammunition for teachers who don't believe it's their job to work with "those kids" anyway.

There is another way, and it is not a magic wand you wave over the student.

The Effective Behavior Supports (EBS) model requires leadership from the principal to guide a change in the culture of the school. Teaching social skills is recognized as a vital component of everything that goes on in the school. This creates an environment where more concentrated energy and expertise can be directed at the most behaviorally challenging students.

Many elementary school principals already have this culture in their buildings and work with EBS to refine their programs. At the middle school, and especially at the high school level, the situation is more complex. Why? Teachers who are oriented to their subject matter at the secondary level are often more resistant to the idea that teaching social skills is a part of their job. While that may be a stereotype, it often proves true.

Changing this mind set is a big job in any school. The principal needs a group of staff members who act as change agents and staff members need the leadership and resources of the principal. To guide the implementation of EBS, I offer this eight item "to do" list.

#1. Find at least one partner. Key teacher leaders are essential, and a core group will be necessary to move ahead with change. You need teachers who understand that social skills are not only worth teaching, but essential. You need teachers who want to see students succeed in their classrooms and in the school, and who are dissatisfied with the failures they have seen students endure.

#2. Relentlessly ask "why?" This is the first step in challenging the status quo. Instead of asking "What are we going to do?" begin to ask "Why do we do that?" It is healthy for a school to examine itself closely.

#3. Promote social skills as a part of the curriculum. Teaching behavior to students must be seen as part of everyone's job. Teach the staff how students learn social skills and point out that changes in our culture have drastically reduced the experiences students have out of school which help them learn social skills.

#4. Force up the tough issues. Survey and gather data to assess how well students are currently meeting behavioral expectations and how effective the adults in the school feel. EBS provides surveys for this purpose which generate discussion as the core beliefs teachers and other staff hold about students and their role in teaching social skills surface.

#5. Work on things you can change. It is easy to get bogged down in factors you cannot control, such as family situations, the media and the students' previous life experiences. Instead, look at the school day and the school program and recognize that your staff has the power to make significant changes.

#6. Make a good case for inclusion. Every building has staff members and parents who will assert that many students just don't belong in regular schools. Before you fall back on the law, it is better to try to change minds (if not hearts). A look at the larger social picture and the costs in human and financial terms of children who grow up deficient in these areas makes good social skills instruction

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vital. Students need to learn to practice these skills in "regular" settings. Besides, we're teachers. It's what we do.

Finally, appeal to the time already spent on working with "difficult" students. Do the current strategies work? Has their behavior changed? Why not look at other strategies which can lead to lasting growth and change in students?

#7. Be a learner and guide others in their learning. Administrators are often limited in their understanding of behavioral strategies for students. Our background is often limited to our classroom experience and some course work which emphasized a punishment-based discipline approach. Efficient processing of referrals is often the mark of a successful administrator. The shift to understanding how to change behavior takes time, time to learn new approaches and time to change practices. It means you must be honest with staff if you really have no idea what to do when a ladder of consequences doesn't work for a student. Everyone may need to do some learning together. Celebrate this as shared professional growth.

#8. Reward your pioneers. As with all change, some staff members will step out ahead of the pack, take chance, learn from their mistakes and pull others along with them. Cherish these people. Honor them. Reward them. They are the engines that drive the train. You can do nothing of lasting value without them.

Implementing Effective Behavior Supports takes time and energy. It also requires leadership from the principal. Without that leadership, it will flounder. But the results are well worth the effort as teachers begin to see changes they never thought were possible. They will recognize that while nobody waved a wand, they all participated in the magic. ▧

Building School Team Support for Children who have Difficult Behaviors

by Susan Scott Miller
Principal, Newby Elementary School, McMinnville

In our school, we have found ourselves facing more students who come to school lacking skills in social relations, demonstrating threatening or dangerous behaviors and who are disruptive to the learning environment in our classrooms. Since our school is inclusive and our efforts have developed a strong team including staff, administration, outside consultants, parents and students, we turned to a team approach to address the challenges of these students. Training provided by a grant from the Oregon Department of Education helped us adopt some important principles in our approach to children with challenging behaviors, and impact all of the children in our school.

First, our staff team approach *is essential to our success and positive approach to our students' needs. There is a sense that none of us are alone in our efforts. We honestly believe that we can work together to achieve our goals if we define them together and we are all committed to the plan to reach those goals.*

Second, every child has strengths and it is from these strengths that we build - we state the issues the child has but only after we have discussed what strengths the child has. We believe in this for our treatment of one another as school community members.

Third, we look carefully at the antecedents, or causes, of a child's behavior. This is a trust issue because we rely on one another to observe these antecedents. Sometimes we even discover that a change in our behavior can change a child's behavior!

Finally, we work every day to **create an open and caring community** for all children. Even if we have to reach out for external help, we try to create a school that extends itself to the families and children who are part of our learning community.

The payoff for this effort has been a combination of increased professionalism, rising test scores for all children, stronger community support and vastly improved behavior for all of our students. We believe that high expectations, accompanied by incremental steps that create success for our students, can make a real difference, because it has worked for us. ▧

Establishing a Safe and Positive School Climate

By Jeffrey Sprague, Ph.D
The University of Oregon Institute on Violence and Destructive Behavior

The students in our schools today present challenges beyond learning and socialization. More students have English as a second language, are less prepared to enter school, and have a greater range of learning and behavioral challenges. Our biggest challenge is to figure out how to prevent and decrease the prevalence and incidence of children and youth who develop antisocial lifestyles. By presenting behaviors that are dangerous to themselves, other students, teachers, families and community members, these students disrupt teaching and learning in schools. These patterns of behavior reflect the influence of distressed family and community structures.

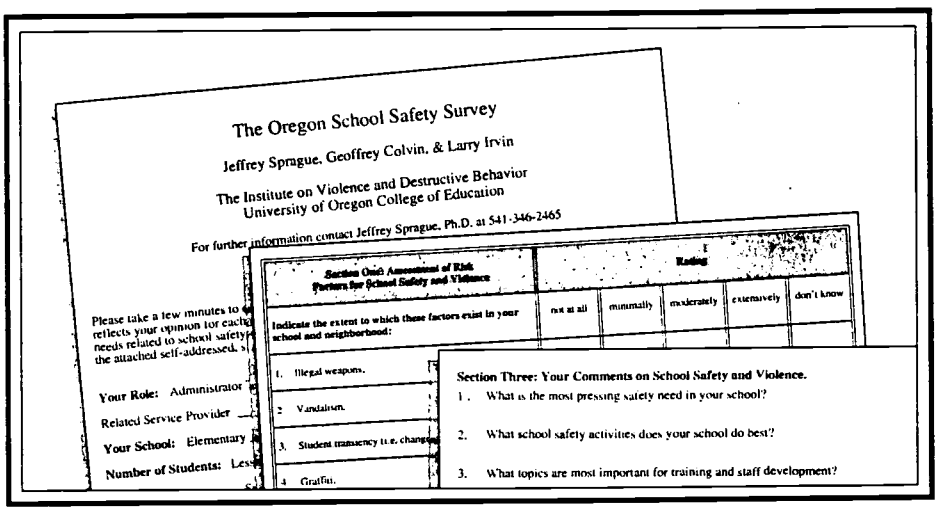
Many school climate factors also contribute to the development of antisocial behavior in children and youth: (a) ineffective instruction that results in academic failure; (b) inconsistent and punitive management practices; (c) lack of opportunity to learn and practice prosocial interpersonal and self-management skills; (d) unclear rules and expectations regarding appropriate behavior; (e) failure to enforce rules; and (f) failure to individualize instruction to adapt to individual differences. In combination, these school, family and community risk factors pose a formidable challenge to preventing and responding to antisocial behavior. Schools, however, have been identified as an ideal place to organize an effort against the increasing problem of children and youth who display antisocial behavior.

Schools bring a variety of protective factors that hedge against the development of antisocial behavior: (a) opportunity for extracurricular grams and sports activities; (b) consistent and fair discipline procedures; (c) student support services; (d) active parent and community involvement; (e) curriculum addressing violence, drugs and alcohol use prevention; and (f) effective student-teacher relationships. The challenge in our schools is to ensure that the protective factors work to eliminate or reduce the impact of school and community risk.

Every school should develop and use formal plans for school climate including safety, discipline, student achievement and attendance. Safety planning and application are part of ongoing school improvement and should be based on valid and reliable data regarding risk and protective factors. Leadership and resources from school administration and the site-based management council are critical to carry out a proactive and effective plan. Solutions begin with a comprehensive look at the contexts in which violence and antisocial behavior occur. The school represents a complex organization of people, environments, policies, routines and procedures that must function as a coordinated whole. Improvement of the school climate begins with a comprehensive assessment of current risk and protective factors.

The Oregon School Safety Survey *is designed for schools to use in assessing school climate and safety factors. The items were developed to help school leaders and community members evaluate:*

- the extent to which schools are at-risk regarding school safety and violence;
- training and support needs related to school safety and violence prevention; and
- response plans for addressing school safety and violence.


The Oregon School Safety Survey

Jeffrey Sprague, Geoffrey Colvin, & Larry Irvin

The Institute on Violence and Destructive Behavior
University of Oregon College of Education

For further information contact Jeffrey Sprague, Ph.D. at 541-346-2465

Please take a few minutes to
reflects your opinion for each
needs related to school safety
the attached self-addressed

Your Role: Administrator
Related Service Provider
Your School: Elementary
Number of Students: Less

Section One: Assessment of Risk Factors for School Safety and Violence	Rating				
Indicate the extent to which these factors exist in your school and neighborhood:	not at all	minimally	moderately	extensively	don't know
1. Illegal weapons.					
2. Vandalism.					
3. Student truancy (i.e. cha					
4. Graffiti.					

Section Three: Your Comments on School Safety and Violence.

1. What is the most pressing safety need in your school?
2. What school safety activities does your school do best?
3. What topics are most important for training and staff development?

Figure 1

Figure 1 is an illustration of the survey format and scoring options. School personnel can use the instrument for detecting and deciding priorities for school safety and violence prevention activities. Response plans should be

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considered in reference to individual risk factors that are rated highest in your school. Even a rating of "minimal" or "moderate" risk can reflect an emerging concern that should be cross-checked with objective data to support or refute the perception-based data supplied by the survey. For example, if "child abuse in the home" is rated as a concern, steps may be taken to discover the actual extent of the problem through police records. Other risk factors such as "truancy" can be confirmed from a review of school records. Further development of ways to analyze a school's risk factors and response plans is ongoing.

For a copy of the complete instrument to use with faculty or school site council, contact Jeffrey Sprague, the Institute on Violence and Destructive Behavior, 1235 University of Oregon, Eugene, OR 97403, (541) 346-2465.

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Behavior Support Cadre Facilitates Inclusion of Children with Challenging Behaviors

By Ginger Gorham
Douglas County School District 4

In response to requests for support and technical assistance for children with behavioral challenges, the Oregon Department of Education instituted the Behavioral Support Cadre in January of 1994. Working in collaboration with staff from the University of Oregon's Specialized Training Program, cadre members from around the state have received extensive training in research-based methods designed to support students within the context of regular public classrooms.

The original fifteen cadre members included special educators, resource teachers, behavior consultants, school psychologists and an administrator, have been joined by seven Early Intervention/Early Childhood special education personnel. This has enabled the cadre to provide more diverse and geographically distributed consultation and support to Oregon's educators. Fashioned after the "trainer of trainer" and facilitator models, ongoing professional development for cadre members gives them the most current research in the field and more opportunities to work with other professionals in this demanding field.

The cadre's work has included providing technical assistance to an individual Eastern Oregon teacher with a very challenging student in her classroom, to a district-wide adoption of the Effective Behavior Supports Model in Southern Oregon. SAIL readers are encouraged to contact the nearest of the cadre members listed below for technical assistance.

Susan Findlay
Seneca, OR

Dorothy Ford-Sturdevant
EI/ECSE, Linn-Benton-Lincoln ESD

Steven Foster
EI/ECSE, Clackamas County ESD

Rosemary French
EI/ECSE, Umatilla-Morrow ESD

Alan Garland
EI/ECSE, Mid-Oregon Regional Services

Ginger Gorham
Douglas County School District 4

Terry Herzberg
Malheur ESD

Sara Hubbe
EI/ECSE, Deschutes Early Childhood

Elizabeth Nahl
EI/ECSE, Portland, OR

Jim Narloch
Union ESD

Marilyn Nersesian
Eugene School District

Barbara Pallari
Multnomah ESD

Kelly Popick
Tigard/Tualatin School District

Gary Sehorn
Tigard/Tualatin School District

Mary Lynn Siler
Clatsop ESD

Jan Silverio
Linn-Benton-Lincoln ESD

Carol Solomon
Cascade School District

Steve Vick
Klamath Falls City Schools

Jim Wills
Grants Pass School District 7

THE OREGON CONFERENCE

School safety and violence prevention ♦ Teaching students with behavioral disorders ♦ Literacy & phonics
Effective behavioral support ♦ Collaborative teaching methods ♦ Using technology in the classroom
Early intervention and prevention strategies

The Oregon Conference is the largest conference of its kind in the Northwest. Drawing from approximately 500 teachers, administrators, policy makers, consultants, and researchers from around the country, it is your chance to personally meet some of the foremost authorities in fields related to education and school-age children.

CONFERENCE PRESENTATIONS
The following are several of the groups hosting blocks of presentations at the conference:

- **College of Education, University of Oregon**
- **Oregon Social Learning Center**
- **Oregon Department of Education**
- **Eugene Research Institute**

REGISTRATION includes two full days of conference sessions, lunch on both days, a copy of the Oregon Conference Presentations Book, and an hors d'oeuvre social Thursday evening. Call (541) 346-5525 for additional information or visit us on the World Wide Web at http://BRT.uoregon.edu/oc.html.

Dr. Travis Thompson, Professor and Director of the John F. Kennedy Center for Research on Human Development at Vanderbilt University, delivers this year's **keynote address**. Dr. Thompson will focus on real strategies for effectively enabling the full participation of children with disabilities in America today. He will speak on Friday, February 27.

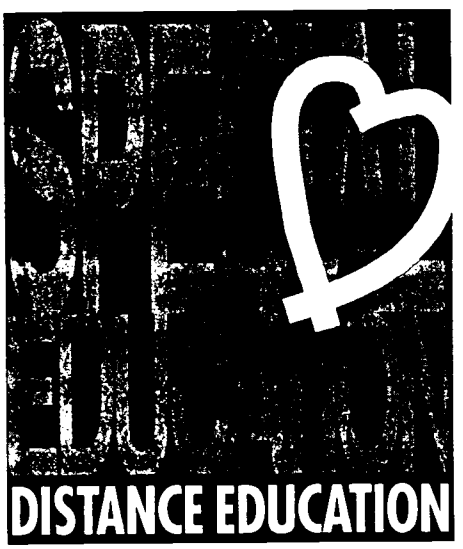
Sponsored by the University of Oregon's College of Education

February 27-28 ♦ Eugene Hilton ♦ Eugene, Oregon

Succeeding with Special Needs Students in General Education Settings

In today's schools, many teachers want more strategies for success with students who have special needs. Portland State University will offer a graduate-level course this winter that will help special and general educators build upon prior expertise and provide up-to-date knowledge and practices, including:

- meeting the needs of students with disabilities using school improvement methods;
- serving as consultants to classroom teachers;
- modifying and adapting curriculum
- exploring strategies for creating inclusive classrooms;
- conducting performance-based and standardized assessment; and
- developing effective methods for reading, math and content instruction.



Distance Education

Oregon Ed-NET is the state's public educational telecommunications network, established in 1989 to provide citizens with interactive video and computer conferencing services.

- There are more than 200 Ed-NET I locations throughout Oregon, many located at high schools. Please check with your local district for the Ed-NET I site nearest you.
- Convenient location-we will broadcast to any Ed-NET I site where two or more people register. Talk with a friend or colleague and register together.
- Ed-NET I is broadcast two-way audio, one-way video. You will be able to view the instructor and talk with the instructor during class sessions.

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- Prior to the course you will be able to purchase textbook and course materials, for use in class sessions.
- The instructor will be available by phone or e-mail throughout the term.
- Friday sessions will be delivered via Ed-NET I. Saturday sessions will include Ed-NET I delivery, and on-site work.

This distance education course is offered to provide students coursework toward a Standard Handicapped Learner. License. For information on the Standard HL Licensure programs, call 800/547-8887 ext 4632.

Advanced Techniques of Reading

SPED 563, 3 credits

Course #:	K31577
Instructor:	Steve Isaacson
Dates:	F 6-9pm, Jan 31, Feb 21, Mar 7
	S 9am-5pm, Feb 1, 22, Mar 8
Location:	Ed-NET I sites throughout Oregon
Grd Method:	A-F
Materials:	Call the PSU Bookstore for information on packet of readings and required text at 800/547-8887, ext 3780.

This course is primarily concerned with educational methods designed to teach students with severe to moderate response deficits in reading. The course will answer these questions:

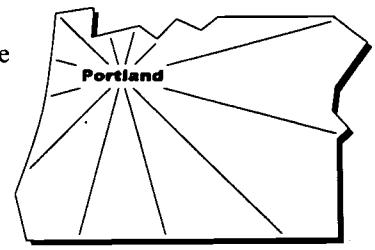
- Why do certain students have serious problems learning to read?
- How can I effectively teach students to decode words they do not know?
- How can I teach older students to read and use content area textbooks more effectively?
- How do various reading curriculum materials compare, and which are best to use with students with reading disabilities?
- How can I meet the needs of language minority students in reading instruction?
- How can formal, informal, and nontraditional methods of assessment work together in diagnosing reading disabilities and planning appropriate instruction?

Steve Isaacson, PhD, is an associate professor of special education for students with learning disabilities. He teaches courses in reading, academic instruction, and learning disabilities. Among his many areas of expertise are reading and writing instruction, classroom and diagnostic assessment, modifying content instruction, and strategy instruction.

Registration Information

Admission to PSU is not required to take in-service coursework. However, formal admission to PSU is required when registering for more than 8 credits a quarter. Call 800/547-8887, ext 3511 for PSU admission information.

Future courses to be offered by WOSC



Advance registration by January 15, 1997, is required. We must have at least two registrants per site. Use the form below, or call in your registration using your VISA, Discover Card, or MasterCard. All University policies apply. PSU reserves the right to cancel a course should enrollment be insufficient.

To register by phone, call (503) 725-4832 or toll-free 800/547-8887, ext 4832. For course information, call (503) 725-4670 or toll-free 800/547-8887, ext 4670

Registration Form

Course Title

Course Number Term/Year

Ed-NET I Site

Registration must be accompanied by payment.

Enclosed is payment in the amount of $ _____

❑ Check enclosed (payable to Portland State University)

❑ VISA/MasterCard/Discover Card

Card Number Expiration Date

Authorized Signature

Return registration and full payment to:
Portland State University, School of Extended Studies
P.O. Box 1393, Portland, Oregon 97207

Name

Home Address

City State Zip

Day Phone Evening Phone

SSN# Date of Birth: M/D/Y

Do you have a bachelor's degree? ❑ Yes ❑ No

❑ Female ❑ Male

1. ❑ U.S. Citizen
2. ❑ Permanent U.S. resident

1. ❑ Black, Non-Hispanic
2. ❑ American Indian or Alaskan Native
3. ❑ Asian/Pacific Islander
4. ❑ Hispanic
5. ❑ White, Non-Hispanic
6. ❑ Decline to Respond

EBS Eugene

By Marilyn Nersesian,
Eugene Public Schools

This year, eight schools in the Eugene School District, four elementary and four middle, have committed to a long term involvement in Effective Behavior Support (EBS). EBS is a systems approach to enhancing the capacity of schools to educate all students, but especially students with challenging social behaviors. It is proactive and addresses school-wide discipline to be responsive to current social and educational challenges. According to co-directors George Sugai and Rob Horner from the College of Education at the University of Oregon, EBS is *not a curriculum or a discipline package, but an individualized and ongoing process. It is also instructionally focused. based on empirically sound practice and applications in schools. It is not a product, but a sustained process.*

The participating schools have support of all the staff who have agreed to make EBS one of the top three school improvement goals for their building. They have also formed teams composed of 5-6 members including an actively involved administrator. Membership is representative of different staff groups within the school and one member possesses some behavioral expertise or is willing to acquire it. Resources in the form of time, materials, equipment, FTE and technical assistance are being provided by the school district.

This year the school teams meet once a month to attend a class presented by the University of Oregon EBS project staff. Continuing education credit will be provided free of charge to participants. Topics include:

- what effective behavior support looks like
- teaching school rules and behavioral expectations
- individual, school-wide, classroom and specific setting systems
- functional assessment
- assessment to support
- self-management systems

A second team meeting each month carries out team work. Each team has the assistance of a facilitator either from the project staff or from the school district educational support services department. In addition, teams receive release time to assist with implementation tasks or a stipend for their extra efforts.

Over time, the schools will move through the development and strengthening of all of the systems within a building that influence instruction and behavior. Ongoing collection and use of referral and attendance data will assist with project evaluation and ensure a clear course.

What's exciting about the Eugene EBS project is that many funding sources are coming together to allow Lane ESD, surrounding counties, the Oregon Department of Education and local school districts to integrate and coordinate the reshaping of school-wide behavior support systems. Fragmented, crisis-oriented projects operating in isolation frequently result in outcomes of little sustained impact. Eugene joins Springfield, Bethel, Fern Ridge, Roseburg, and Tigard-Tualatin in an effective demonstration of systematic educational improvements for all students. ▧

About CCBD...

The Council for Children with Behavioral Disorders (CCBD) is the official division of the Council for Exceptional Children (CEC) committed to promoting and facilitating the education and general welfare of children and youth with emotional and behavioral disorders. The goals of CCBD include:

- promoting quality educational services and program alternatives for persons with behavioral disorders;
- advocating for the needs of children and youth with behavioral disorders and their families;
- encouraging research and professional growth as vehicles for better understanding behavioral disorders;
- disseminating relevant and timely information through professional meetings, training programs and publications;
- providing professional support for persons who are involved with and serve children and youth with behavioral disorders;
- supporting the activities, policies and procedure of CEC and the other CEC divisions.

Upcoming Events...

Forum on "Diversity in the Schools: New Challenges and New Solutions for Students with or at-risk for Challenging Behaviors" February 28, 1997, Radisson Inn Airport Hotel, North Charleston, SC.

Continued on page 12

About CCBD...

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Two-day Summer Training Institute on "Turning Kids on to Learning and Keeping Them in School" July 18-19, 1997, Sheraton Portland Airport Hotel, Portland, OR.

International Conference on "Creating Positive Schools Communities for the 21st Century: Strategies for Keeping Kids with Problem Behaviors in Schools" October 2-4, 1997, Harvey DFW Airport Hotel, Dallas, TX.

For additional information, contact Dr. Lyndal M. Bullock, University of North Texas, PO Box 13556, Denton TX 76203-6857; 817-565-3583; fax 817-65-4055; e-mail: Bullock@tac.coe.unt.edu

CCBD Products...

Perspectives on School Aggression and Violence: Highlights from the Working Form on Children and Youth who have Aggressive and Violent Behaviors. Edited by Lyndal M. Bullock and Robert A. Gable. $13.95 (CEC members, $9.75).

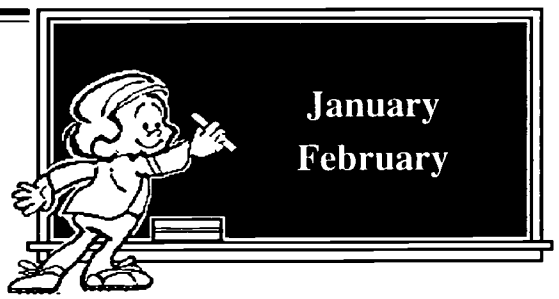
Symposia on Understanding Individual Differences: Perspectives on Meeting the Needs of Students who are Gay, Lesbian or Bisexual. Edited by Lyndal M. Bullock, Robert A. Gable and Joseph R. Ridky. $13.95 (CEC members, $9.75).

Improving the Social Skills of Children and Youth with Emotional/Behavioral Disorders. Edited by Lyndal M. Bullock, Robert A. Gable and Robert B. Rutherford, Jr. $13.95 (CEC members, $9.75).

The Mini-Library Series on Emotional/Behavioral Disorders (7 topical books). Edited by Lyndal M. Bullock and Robert A. Gable. $72.00 (CEC members $50.40).

To order, contact the Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; 1-800-CEC-READ (1-800-232-7323) or fax 703-264-1637.

Calendar



January

14 "Children with Autism and Communication Disorders: Behavior Modification in Natural Settings," Oregon Ed-Net. 3:30-5:00. Contact Marilyn Gense, (503) 378-3598, ext. 653.

17 High School and Beyond: Regional Workshop on Transition Services and Strategies, Newport. Contact Peter Fitzgerald, (503) 378-3598, ext. 635.

27 Implementing Augmentative Communication Programs in Schools, Eugene. Pre-registration required. Contact Gayl Bowser, (541) 440-4791.

February

24-26 Riding the Winds of Change IV, Oregon Division of Early Childhood, CEC Spring Conference, Valley River Inn, Eugene.

27-28 Oregon Conference, Eugene Hilton, Eugene. College of Education, University of Oregon. Contact (541) 346-5525.

28 21st Century Cadre and EBS Cadre Joint Meeting, Eugene. Invitation only. Contact Patricia Jackson, (503) 378-3598, ext. 631.

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Oregon Department of Education
Office of Special Education
Public Service Building
255 Capitol Street NE
Salem, OR 97310-0203

SAIL is published three times a year by the Office of Special Education, Oregon Department of Education, from its offices in the Public Service Building, 255 Capitol Street NE, Salem, OR 97310-0203. Funding is provided through a grant from the U.S. Office of Education which is part of the Comprehensive System of Personnel Development as applied for by Oregon's planning group for personnel development, the Cooperative Personnel Planning Council (CPPC). 191719965000

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