

IMPLEMENTING POSITIVE BEHAVIOR SUPPORT FOR STUDENTS WITH
EMOTIONAL BEHAVIOR DISORDERS IN A DETENTION SETTING

by

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ABSTRACT

Students with Emotional Behavior Disorders (EBD) struggle academically and socially and have poor outcomes when compared to their disabled and non-disabled peers. Similarly students in juvenile justice settings experience negative outcomes compared to their non-incarcerated peers. Students who are labeled EBD and are also incarcerated in juvenile detention facilities clearly need additional support to be successful in the classroom. Positive Behavior Support (PBS) is a framework that allows teachers to provide effective academic and behavioral programming to enhance student academic achievement. The implementation of PBS for EBD students in a juvenile detention setting is an effective way to create a positive classroom environment, improve academics and behavior of students, and decrease the negative outcomes for this group of students.

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CHAPTER 1

INTRODUCTION

Introduction of Project

Emotional Behavior Disorder (EBD), Emotional Disturbance (ED), and Emotional Impairment (EI) are all labels used to describe a group of individuals whose behavior impedes their social and academic growth (Wiley, Siperstein, Bountress, Forness, & Brigham, 2008). It is estimated that more than 134,000 youth are incarcerated in the United States. Nearly 50% of students in juvenile justice settings qualify for special education services under the label of EBD (Quinn, Rutherford, Leone, Osher, & Poirier, 2005). In order for an individual to qualify for services under the label EBD he/she must meet the criteria of the federal definition for EBD. That definition states that in order to qualify for services a student must exhibit one or more of the five major characteristics to a marked extent, over an extended period of time that adversely affects his or her educational performance. The Individuals with Disabilities Education Improvement Act (IDEIA) defines the five characteristics as:

1. An inability to learn which cannot be explained by intellectual, sensory, or other health factors.

2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances.
4. A general, pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms, pain, or fears, associated with personal or school problems.

Youth who meet this definition experience academic failure, social problems, and overall underachievement that is linked to their emotional disabilities. They perform on average two years behind their non-disabled peers and typically earn lower grades, fail classes, and have a higher dropout rate than their peers with other disabilities (Lane, Barton-Arwood, Nelson, & Wehby, 2008). Further, as adults these youth struggle to maintain employment and be productive members of society (Geib, Chapman, D'Amaddio, & Grigorenko, 2011). However, in settings where positive behavioral support has been implemented, students' behavior and achievement have improved (Jolivette & Nelson, 2010).

Purpose of Project

The goal of this project is to develop a manual for teachers to use to implement positive behavior support in a secure placement for Emotional Behavior Disordered (EBD) students. The purpose of this manual is to help colleagues understand the benefits and importance of positive behavior support in increasing academic and behavioral progress for students. It will provide

classroom school-wide consistency in addressing problem behavior and guiding students in a positive direction.

Rationale of Project

Positive behavior support (PBS) is a data driven, empirically based approach to manage student behaviors within the school environment. It allows teachers the ability to target specific behaviors, increase positive behaviors, and decrease negative behaviors through the use of positive consequences. PBS seeks to identify the antecedent of behavior, define the target behavior and address the maintaining consequences (A-B-C) of behavior to bring about lasting behavior changes in students (Yell, Meadows, Drasgow, & Shriner, 2009). A PBS plan is based on Functional Behavior Analysis (FBA) that is used to identify the purpose behind the behavior. Once the A-B-C's are identified, the three levels that are used to address the target behavior are primary (school or classroom wide for all students), secondary (specialized to a student or group of students whose behavior needs to be modified), and tertiary (specialized, individualized for students with high-risk behaviors) (Anonymous, 2012).

PBS focuses on what students should do, rather than what they should not do. It rewards for good behavior, rather than punishing for inappropriate behavior (Anonymous, 2012). PBS is based on behaviorist theory that started in the 1980's where researchers at the University of Oregon were looking for effective behavior interventions for students (Sugai & Simonsen, 2012). Students with emotional behavior disorders have internalizing and externalizing behaviors that often lead to negatively impacted educational achievement. Internalizing behaviors involves

social withdrawal, anxiety, depression, and psychosomatic reactions.

Externalizing problem behaviors include delinquency and aggressive behavior (Eisenberg, Cumberland, Spinrad, Fabes, Shepard, Reiser, Murphy, Losoya, & Guthrie, 2001).

Project Goal

Project goal 1. Determine how positive behavior support can be implemented in a detention setting.

Project goal 2. Determine how positive behavior support can effectively change inappropriate behavior of adjudicated youth.

Project goal 3. Provide a manual that will be useful for the teaching staff of adjudicated youth.

Significance of Project

Positive Behavior Support (PBS) is an evidence based approach that has been proven effective in working with students across a number of settings. There is limited, but valuable evidence that shows PBS would also be effective with students in a secure detention setting. Given negative outcomes for students with EBD, such as not meeting basic graduation criteria, implementing PBS may have a direct impact in changing these outcomes. However, effective implementation of PBS requires professionals to be knowledgeable in all aspects of the framework, aware of their students' needs, and understand the best practices for implementing it in the classroom.

CHAPTER 2

LITERATURE REVIEW

Students with Emotional Behavior Disorders (EBD) often struggle academically and behaviorally. They experience poor academic outcomes compared to their non-disabled peers (Landrum, Tankersley, & Kauffman, 2003). Compared to their peers with other disabilities, students with EBD have lower graduation rates, reading and math scores, and are less likely to attend college (Trout, Nordness, Pierce, & Epstein, 2003). Additionally, these students have higher dropout rates, as adults experience greater unemployment, and more incidents of arrests than any other disability group (Anderson & Mohr, 2003).

Students with EBD are usually grouped in two categories; internalizing and externalizing behaviors (Merrell, 2008). Students who display internalizing behavior are typically socially withdrawn, exhibit symptoms of anxiety and depression, and may engage in antisocial and self-injurious behavior. In contrast, students who display externalizing behavior are typically delinquent, exhibit verbal and physical aggression, and often engage in noncompliant behavior that is not socially acceptable (Eisenberg et al., 2001). The behaviors of students with EBD whether internalizing or externalizing, inhibit their ability to build, and

maintain social relationships with peers, teachers, and adults (Reid, Gonzalez, Nordness, Trout, & Epstein, 2004).

Students who are labeled EBD can be diagnosed with a variety of psychiatric disabilities. Often students who exhibit internalizing behaviors are diagnosed with Dysthymic Disorder, Major Depressive Disorders, Anxiety Disorder, and Bipolar Disorder (Kolko, Baumann, Bukstein, & Brown, 2007). Students who exhibit externalizing behavior are diagnosed with Oppositional Defiant Disorder, Conduct Disorder, AD/HD, and Schizophrenia (Rowe, 2010).

It has been well documented for a number of years that there is an overrepresentation of students with disabilities, and nearly half are labeled EBD, in detention settings (Quinn, et al., 2005). Further, it is documented that students in detention facilities have a poor academic functioning level. Also, students in detention settings have significant mental health needs (Gagnon & Barber, 2010). While it is known that these students struggle academically and behaviorally, these issues are generally not addressed in the detention setting (Geib, et al., 2010).

Most often, students confined in detention settings live in overcrowded dormitories, are exposed to physical, sexual, psychological abuse and do not receive adequate services to address their needs. Jolivette and Nelson (2010) state the focus of some detention setting staff is punishment rather than rehabilitation, even though research consistently shows that punishment does not change the negative outcomes for these students. According to the Office of Juvenile Justice and Delinquency Prevention there are approximately 94,875 juvenile offenders

being housed in 2,809 facilities in the United States. These facilities have various degrees of security but most include locked wings, day rooms, and external gates and fences with and without razor wire. Along with overcrowding problems, only seventy percent of facilities provide health services to youth while in custody, and fewer than half provide dental or vision care. Only eighty-nine percent of the facilities reported that youth in their care attend school within or outside of the facility, but only seventy-four percent assess students for educational needs (Livsey, Sickmund, & Sladky, 2009).

Gagnon, Barber, VanLoan, and Leone (2009) point out that students in juvenile justice schools have significant needs that require greater individualization and alternative curricular paths. Perhaps more than any other population of students, students with EBD in detention settings need a well-developed program focused on strengthening academics, decreasing behavioral issues, and increasing pro-social behavior (Sutherland, Lewis-Palmer, Stichter, & Morgan, 2008). Further Cox, Visker, & Hartman (2011), state that a positive learning climate is especially important for confined youth and that there must be an evidence based initiative to address these needs. Positive Behavior Support (PBS) is an evidence based intervention that addresses academic and behavioral problems of students using a three tier system. Just as PBS addresses these issues in a traditional school setting, it has shown to be effective in the detention setting as well (Jolivette & Nelson, 2010).

Positive Behavior Support is described as a framework that is used to improve academic and behavioral outcomes for students through the use of

evidence based practices and progress monitoring (Sugai & Simonsen, 2012). There are three tiers of the PBS framework (Hieneman, Dunlap, & Kincaid, 2005). The primary tier is considered universal and applies to all students in the setting where PBS is being implemented and is intended to prevent basic occurrences of problem behavior. An example of a primary tier intervention could be classroom rules. When students are not able to be successful in following rules and routines in the first tier, they move to the secondary tier. The secondary tier is designed to address reoccurrences of basic problem behavior and is intended to target the small group of students who need some additional supports to be successful in the classroom. An example of a secondary tier intervention might be a behavior contract between the teacher and student. If a student is still not able to be successful with secondary interventions, he/she moves to a tertiary tier. In the tertiary tier teachers design individualized interventions to address specific behaviors and program for behavior change. In this case, most often a behavior assessment is conducted and a specific plan is put in place to address the issue (Jolivet & Nelson, 2010).

When implemented on a classroom level the goal of PBS is to help to create an educational setting where students are engaged and disruptions are significantly decreased. The classroom environment includes a well-designed physical environment, clearly stated rules and routines, effective instruction, rewards, and consequences to address behavior (Hieneman, et al., 2005). To address the needs of students who reach a tertiary tier, a support team (consisting of special education teacher, facility staff, counselor, and administration) collects

data and typically conducts a Functional Behavior Analysis to identify the problem behavior, the events and times of the behavior occurrence, and the consequences that maintain the behavior. The team then creates a hypothesis and plans an intervention strategy (Trussell, Lewis, & Stichter, 2008; Hieneman et al., 2005).

As stated previously, students in correctional settings have unique needs and complex educational histories and experiences and therefore need consistent levels of support to be successful (Leone, Christle, Nelson, Skiba, Frey, & Jolivette, 2003). Since PBS has proven to be effective with students labeled EBD in various other settings, the notion that PBS may improve outcomes for students with EBD in the detention setting has been explored (Houchins, Jolivette, Wessendorf, McGlynn, & Nelson, 2005). In detention settings where PBS has been implemented there has been noted improvement in the atmosphere of the facility/program, improved behavior, and improvement in the work environment for staff (Jolivette & Nelson, 2010).

Implementing PBS typically requires five steps. The first step is identifying the stakeholders of the setting. Second, there must be at least 80% buy in by all adults who are implementing PBS. Third there needs to be three to five behavioral expectations, stated positively along with examples of how these expectations are displayed across the classroom setting. Fourth, all staff need to use a common set of procedures and systems for providing reinforcement to students who meet PBS expectations. Lastly, a way to monitor the implementation of PBS needs to be established to monitor the effectiveness of the

PBS system (Jolivette & Nelson, 2010). When PBS is not effective at a primary or secondary tier for a student with regard to academics or behavior, then the team develops a Behavior Intervention Plan (BIP) (Zirkel, 2011).

In order to create an effective BIP, first a Functional Behavior Analysis (FBA) must be completed. A FBA is a scientific way to change behavior by first defining the problem behavior, identifying what happens before the behavior occurs, and what happens after the behavior that causes it to continue to happen (Scott, Anderson, & Spaulding, 2008). The purpose of the FBA is to develop a hypothesis to determine the reason for the problem behavior, whether the student is gaining something or avoiding something by engaging in the problem behavior.

To conduct a FBA the team must start to collect data in regard to when, where, and what happens before and after the occurrence of the problem behavior. Researchers call these variables the setting events, antecedents, behavior, and consequences. The setting events are usually removed from the problem behavior, though still impact the occurrence of the behavior. The antecedent comes directly before the occurrence of the problem behavior. Then the consequences are the negative or positive outcomes that maintain or cause the behavior to happen again (Horner, 2000).

Once the variables surrounding the behavior are identified, the team can start looking to modify the problem behavior by changing the variables, teaching skills to replace the behavior, or modifying consequences. Changing the variables surrounding the behavior may involve making changes to the environment to help prevent the behavior. Teaching skills to replace the behavior may help make the

student more able to succeed with the educational demands of the setting and modifying consequences that increase the appropriate behavior could reduce the inappropriate behavior (Yell et. al, 2009). Interventions are put in place and monitored to make sure they are effective and data is collected. If interventions are not working the plan is modified (Hieneman et. al, 2005).

Behavior Intervention Plans (BIP) can be used to address both academic and socially inappropriate behaviors, as well as help to bring about behavior change so the student can be successful. The goal of any BIP should be for the student to be able to use the skills taught in the intervention across settings, in a variety of environments, and with all people. Once the student is able to generalize the skill, continued monitoring should be implemented to make sure the student continues to use the replacement behavior and that the behavior change is maintained (Yell, et. al, 2009).

CHAPTER 3

METHODOLOGY

This manual was designed for teachers to work with students with Emotional Behavior Disorders (EBD) between grades 5th and 12th in a juvenile justice/detention setting. Students with EBD are the students who have the most negative outcomes of all general and special education students. Further, students in detention settings also achieve at lower rates than their peers, so the combination of both EBD and being in detention put these students at a severe disadvantage in the classroom and the need for additional supports imperative. The manual was designed as a guide for teachers who teach in juvenile detention settings to implement Positive Behavior Support (PBS) strategies in their classrooms. All PBS strategies included are grounded in research and follow best practice guidelines.

Several steps were taken to develop the manual for implementing PBS for students with EBD in the detention setting. First the project researcher conducted a literature review in order to establish that the foundation for the manual was grounded in research. The information from this research was used in the literature review that provided the information for the manual. Through the research process, several key features of implementing PBS became evident.

These key features became the subject matter of the sections of the manual: classroom structure, addressing behavior, and collaboration.

The manual will be implemented in a juvenile detention setting, with a group of up to twelve students' grades 5th through 12th. Strategies within the manual will be used to arrange the classroom environment, set behavioral expectations, modify behavior, and establish a positive working relationship with facility staff. Additionally, this manual could serve as a resource for newly hired teachers working in a detention setting.

CHAPTER 4

MANUAL

Positive Behavior Support for Students with Emotional Behavior Disorders in the Detention Setting

The purpose of this manual is to help colleagues understand the benefits and importance of positive behavior support in increasing behavioral progress for students. This manual provides information on classroom structure, addressing student behavior, and collaboration within the detention setting. The goal is to provide classroom school-wide consistency in addressing problem behavior and guiding students in a positive direction.

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Classroom Structure

Safe Classroom Environment

Purpose

To keep students and staff safe.

Teacher Staff Areas

- Place desk near an exit door.
- Both ends of desk/table open to classroom for easy exit.

Placement of Student Desk

- Always visible to staff and within security camera perimeters.
- Students should be arms length apart to avoid boundary issues.
- Area in-between desks should be uncluttered to allow teacher, students, and staff to move about safely.
- Students with the tendency to self-harm should be placed close to staff or teacher for close monitoring.
- Volatile students should be placed near exits close to staff for convenient, safe removal from the classroom.
- Be aware that student seating may change often depending on student behavior.

Classroom Materials

- Students in detention settings are often not allowed use of basic classroom supplies.
 - Paper clips
 - Wirebound notebooks
 - Full length pencils
 - Scissors
 - Staples
 - Rulers with metal strip
- Make sure to follow setting guidelines in regard to materials appropriate for student use.
- Pass out and collect all pencils and other necessary classroom materials daily.

Classroom Décor

- Establish off limit zones and outline on floor in tape if necessary.
- Use tape or poster putty to hang pictures or posters instead of tacks.

Detention Classroom Rules

Purpose

To create a positive environment in which students can feel safe and supported.

Guidelines for Rules Based on PBS

(Newcomer, 2007)

- Keep Rules Clear and Concise.
- Keep Rules Few in Number, 3-5 Rules.
- Rules Stated Positively.
- Allow student input.

Examples of Rules

- | | |
|---|---|
| <ul style="list-style-type: none"> • Raise your hand to speak • Remain in your seat • Use appropriate language • Treat others with respect • Be honest • Ask for help when needed | <ul style="list-style-type: none"> • Keep hands, feet and objects to yourself • Follow teacher instructions • Listen while others are speaking • Do your best |
|---|---|

Factors to Consider in Detention Center Classrooms (Nelson, 2011)

- Follow all detention center policies when establishing classroom rules.
- Understand classroom rules are most often secondary to facility rules.
- Transition between facility unit and classroom will be easier on everyone if same level of expectation is kept for each student.

Benefits

- Students aware of rights and responsibilities.
- Consistency in rules, expectations, positive and negative consequences.
- Allows students to take ownership of rules.
- Students able to focus on learning.

Positive Reinforcements

- Verbal praise
- Tangible reward
- Teacher attention

Negative Consequences

- Time out
- Ignoring
- Overcorrection

Rapport with Students

Purpose

Teacher student relationships are powerful social factors that affect learning and are particularly important for students in neglect or delinquent settings, with behavioral and emotional disabilities (Osher, Sidana, & Kelly, 2008). It is important to develop an appropriate constructive, professional relationship with students to support them positively in the detention classroom.

Establishing Foundations for Building Rapport

(McDermott, Scacciaferro, Visker, & Cox, 2012; Osher et al., 2008)

- Social and Emotional Learning
 - Teach students to problem solve and resist negative social pressure.
 - Teach students to process, understand, and manage their emotions.
- Support
 - Students should feel supported academically.
 - Students should feel cared for and respected.
- Safety
 - Students must be safe from emotional harm and ridicule.
 - Students must feel safe from physical harm.

Positive Student-Teacher Relationships

(Kauffman, 2013)

Do:

- Be consistent, caring, and fair.
- Make an effort to get to know each student by spending time with them individually.
- Show students you want them to succeed through actions and words.

Don't:

- Assume that being caring and kind is enough to help students be successful.
- Assume that student teacher relationships don't matter.
- Give up too quickly on efforts to build relationships with difficult students.

Online Video Examples

- Setting and Achieving High Expectations
 - <https://www.teachingchannel.org/videos/prioritizing-classroom-management?fd=1>
- Building Relationships: Share Passion with Students
 - <https://www.teachingchannel.org/videos/teacher-student-relationship>

Addressing Behavior

Student Attitudes & Emotions

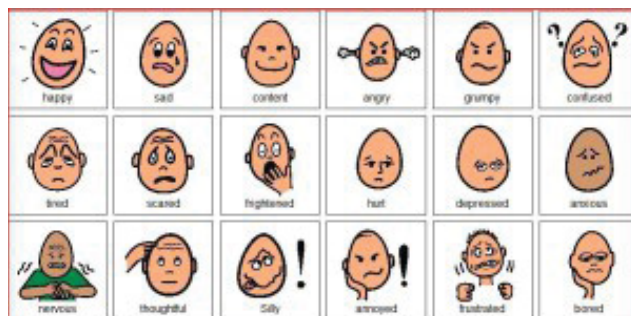
Purpose

To evaluate students attitudes and emotions in order to prevent possible problems in the classroom. Often times, students in detention settings come to school frustrated or angry due to a variety of reasons ranging from not receiving a phone call from their parent, problems the previous night on the detention unit, or frustration with other clients. It is important to evaluate student emotions when entering the classroom to ensure the emotional needs of the volatile student are met, as well as keeping everyone around safe.

Below are strategies of different ways students can demonstrate how they are feeling as they enter the room, without having to address it with the entire class. The student can communicate to the teacher how they are feeling by simply pointing to the emotion they are feeling. This allows the teacher to make necessary changes to the environment, routine, or daily schedule to help accommodate certain needs and keep everyone safe.

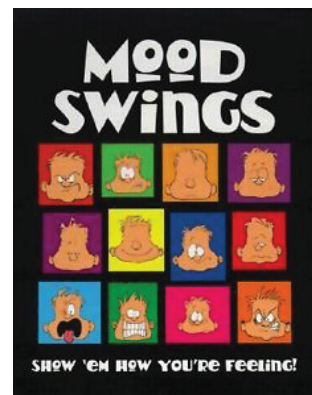
Sweet Emotion

(A Diary of a Mom, 2011)



Mood Swings

(Borgman, 2001)



Other Resources for Addressing Attitudes and Emotions

- Emotional Check In/Check Out
 - http://www.do2learn.com/activities/SocialSkills/EmotionCheckIn-Checkout/EmotionalCheckIn-Out_level01.pdf
 - http://www.do2learn.com/activities/SocialSkills/EmotionCheckIn-Checkout/EmotionalCheckIn-Out_level02.pdf
 - http://www.do2learn.com/activities/SocialSkills/EmotionCheckIn-Checkout/EmotionalCheckIn-Out_level03.pdf
- Stress Triggers Worksheets
 - <http://www.do2learn.com/activities/SocialSkills/Stress/IdentifyStressTriggers.pdf>

Conducting a Functional Behavior Assessments (FBA)

Purpose

Functional Behavior Assessment (FBA) is used to determine why and when a student engages in inappropriate behavior in school. A FBA is conducted by gathering information about a student's behavior and the circumstances surrounding behavior so that teachers can identify positive interventions and appropriate replacement behaviors (Umbreit, Ferro, Liaupsin, & Lane, 2007).

Basis of FBA

- Problem behavior serves a purpose, to obtain or avoid something
- Behavior occurs in response to an event
- Behavior is maintained by positive and negative consequences
- Students use problem behavior to communicate a need

Conducting a FBA

Step One: Identify and Define Problem Behavior

- Identifying and Defining Behavior Guidelines
 - Specific (what exactly is the student doing)
 - Observable (what actions are visible)
 - Measurable (how often, how long does behavior occur)

Step Two: Collect Data to Determine Function of Behavior

- Identify Times when student is:
 - Most likely to engage in behavior
 - Least likely to engage in behavior
- Identify Events that contribute to the behavior:
 - Immediate events and triggers
 - Setting events that occur outside of the occurrence of behavior

Data Collection Tools for Conducting a FBA

- Scatter Plot Assessment Sheet
 - <http://www.specialconnections.ku.edu/~specconn/page/behavior/fba/pdf/blankform.pdf>
- Filling Out a Scatter Plot Assessment Tool
 - <http://www.youtube.com/watch?v=8RonE2DvQYs>
- Direct Teacher Observation Form
 - <http://www.docstoc.com/docs/4500587/Behavior-Observation-Form-for-Teachers>
- Antecedent Behavior Consequence (ABC) Observation Form
 - <http://www.docstoc.com/docs/4517437/ABC-Observation-Form-Student-Name-Observer-Activity-ANTECEDENT-BEHAVIOR>

Creating a Behavior Intervention Plan (BIP)

Purpose

A Behavior Intervention Plan (BIP) is a plan created after a Functional Behavior Assessment (FBA) has been conducted to address the problem behavior of a student. The BIP describes the problem behavior, gives a rationale for occurrence of behavior, and positive behavioral supports to address the behavior so the student can be successful in the school setting (NYSED, 2011).

When to Create a BIP

- Problem behavior is preventing a student from being successful in the classroom
- Within 10 days of suspension or removal to Interim Alternative Educational Setting as required by IDEIA 2004

Components of BIP

- Definition of problem behavior
- Data from Functional Behavior Assessment (FBA)
 - Baseline data of frequency, duration, and intensity of problem behaviors
 - Antecedents to behavior such as: setting, people, activity, time of day
- Previously tried interventions and outcomes
- Steps to teach replacement behavior
- Environmental changes to reduce or eliminate problem behavior
- Strategies for teaching new skill to replace the problem behavior
- Support for the student to use the appropriate behavior in multiple settings
- How data will be collected and how success will be measured
- How to handle student behavior in crisis situation

BIP Forms and Resources

- Comprehensive Overview and Resource for BIP
 - <http://www.pbisworld.com/tier-2/behavior-intervention-plan-bip/>
- Behavior Intervention Plan Form
 - <http://www.tucsonlinks.org/training/pbismaterials/BIP.pdf>
- Worksheet for Reducing Problem Behavior
 - <http://www.stevencelmer.com/downloads/Job%20Aids/BIP%20Worksheet.Reduction.JobAid.pdf>
- Worksheet for Increasing Appropriate Behavior
 - <http://www.stevencelmer.com/downloads/Job%20Aids/BIP%20Worksheet.Increase.JobAid.pdf>
- The ABC's of Behavior
 - <http://www.youtube.com/watch?v=GxcIM8klHuY>

Collaboration

Peer Tutoring/Mentoring

Purpose

Students' lack of motivation, aggressive behavior and classroom disruptions often impede on the teachers efforts to provide instruction. It is found that peer-tutoring can have a positive effect on students' attitudes toward class subjects and peer interactions. Studies show there is increased on-task behavior when peer tutoring is involved as compared to the traditional teacher to student instruction (Sutherland and Snyder, 2007).

Benefits

(Briggs, 2013)

- Positive and direct interaction between students promotes active learning.
- Students tend to open up more, as they feel more comfortable working with a peer.
- Peer tutors develop a sense for their own learning by guiding others.
- Students have more time for individualized learning.
- Teachers have more time to focus on the next lesson.

Class-wide Peer Reporting

(Morrison & Jones, 2006)

Having class-wide positive behavior support strategies set in place can have a great effect on students with problem behaviors. Rather than just targeting the individuals with the problem behaviors, this strategy helps all of the students in the classroom in need of a little support.

- Positive peer reporting
 - A peer-mediated social skills intervention effective in restructuring peers thoughts when it comes to bullying, teasing and other intimidating interactions. Time should be set aside each day for students to publicly (class discussion) provide positive feedback on individuals for their appropriate social behavior in the classroom.
- Tooting not Tattling
 - Class-wide intervention in which students are encouraged to monitor and report on the positive behavior of any classmate. Time should be set aside each day for students to privately (teacher shares reports) provide feedback about positive behaviors on index cards throughout the day.

Supporting Facility Guidelines

Purpose

As all public and private detention center facilities for youth are monitored and regulated by state agencies, it is essential to have guidelines, policies, and rules put in place that are aligned with the child safety laws. Since state government agencies monitor the programming in these facilities, it is important that teachers, staff, and students are all on the same page and follow the guidelines closely.

Facility Rules

In many facilities, residents are given a handbook which embraces their rights, responsibilities, and expectations for behavior. Most facilities have very similar basic rules to follow in regards to behavior expectations for residents.

Examples of Rules

(Common Wealth of Virginia Department of Juvenile Justice, 2012)

- Residents will enter and exit all buildings in single file line and will remain standing quietly until given directives by supervisory staff.
- Residents will refrain from using obscene or abusive language, making inappropriate loud noises or threatening gestures.
- Residents will refrain from “horseplay” behavior at any time.
- Residents will refrain from displaying any gang signs or symbols, or participating in any gang activity.
- Residents will follow the posted daily schedule.
- Residents are not permitted to possess or use tobacco or any tobacco-related substance.

Significance of Supporting Facility Rules

- Consistency across settings is important for students in order to help prevent potential behavior problems due to student not being able to adjust.
- Following facility guidelines helps to develop a professional relationship of respect and trust between the school agency and the facility personnel.
- External agencies that place students in detention facilities are expecting the same level of expectation, restriction, and care for residents across the facility settings.

Communicate/Collaborate with Facility Personnel

Purpose

In the detention facility settings, rehabilitative staff (counselors and teachers) and custodial staff (security guards/staff who supervise clients) have different purposes when it comes to working with youth in the facility. The rehabilitative staff are concerned with the emotional and academic well-being of the student/client and the custodial staff are concerned with maintaining order and keeping clients under control in the environment. Often the rehabilitative staff are employed to provide services to a facility by an outside agency and custodial staff are employed by the detention facility. As a result, the informational records that are given to the two staff are different. Sharing this information with each other would be helpful in keeping the classroom a positive and safe work environment.

The opposing nature of philosophies between these two staff often causes tension, as the rehabilitative staff are more concerned with encouragement to foster growth while custodial staff are primarily concerned with punishment (Cox, Allen, Hanser, & Conrad, 2011). To overcome this tension and make sure the students are in a positive environment whenever possible, everyone in the facility must work together.

Sharing Information

- It is essential that custodial staff share information about a client's criminal and behavioral past with rehabilitative staff in order to keep everyone safe in the classroom.
- It would be helpful for rehabilitative staff to share the students' academic and environmental history of students with custodial staff in order to provide the best service possible when handling discipline and behavior modification approaches.
- Maintaining order needs to be a joint responsibility between teachers and custodial staff. Teachers need to establish themselves as authority figures in the classroom and support the custodial staff goal of maintaining order.
- Encouraging behavior change should also be a joint responsibility. Modeling positive discipline and collaborating with custodial staff to create a support plan for working with students will strengthen the working relationships and lead to a consistent positive approach to working with students.

Types of Daily Communication

- Radio/Walkie-Talkie
 - The facility provides walkie-talkies for each staff member to ensure quick and convenient communication.
- Email

- Communication through email is a good idea for documentation purposes. All emails should be written in a professional manner.
- Phone
 - Be as brief as possible and make sure to monitor student behavior, students will often act out when teachers and staff are distracted.
- Log Book
 - This is an important tool for both teachers and facility staff to record and read important information about student behavior.

Scoring Sheets

- Many facilities use a rating scale to assess student behavior throughout the day. The daily scores determine privilege levels and other behavior incentives. Determining classroom scores should be a collaborative effort between the teacher and facility staff.
 - See Sample Scoring Rubric (attached)
 - See Sample Scoring Sheet (attached)

Student Proficiency Scoring Rubric

<u>SCORE</u>	1	2	3	4	5
BEHAVIOR	<ul style="list-style-type: none"> • Three or more rule violations in given hour • Three or more disrespectful incidences • Safety concern • Leaving classroom w/out permission 	<ul style="list-style-type: none"> • 2-3 rule violations in given hour • 2-3 disrespectful incidences • Inappropriately asks for a five minute time out 	<ul style="list-style-type: none"> • 1-2 rule violations in given hour • Appropriately asks for timeout w/out causing interruptions • 1-2 disrespect incidences 	<ul style="list-style-type: none"> • 0-1 rule violations in given hour • 0-1 disrespect incidences • No need for a timeout 	<ul style="list-style-type: none"> • No rule violations in given hour • Shows respect for peers, teachers, and staff in given hour • Positive attitude in a given hour
ON-TASK/ACADEMICS	<ul style="list-style-type: none"> • Almost never involved in the learning process, or refused to complete teacher-directed instructions up to 75-100% of the hour • Off-task 75-100% of a given hour • Three or more teacher directed time outs in a given hour 	<ul style="list-style-type: none"> • Sometimes involved in the learning process, or refused to complete teacher-directed instructions with many off-task behaviors • Off-task 50-75% of a given hour • Two teacher directed time outs in a given hour 	<ul style="list-style-type: none"> • Mostly involved in the learning process with few off-task behaviors • Off-task 25-5% of a given hour • One teacher directed time out and conducts him/herself appropriately 	<ul style="list-style-type: none"> • Frequently involved in the learning process with limited off-task behaviors • Off-task 0-5% • No time outs 	<ul style="list-style-type: none"> • Continuously involved with learning process through assigned activity at the highest level appropriate for the student • No off-task behaviors • Peer tutoring when appropriate

Important: If a student is refusing to participate in the learning process (doing assignments/activity) or has been restrained/escorted out of the classroom due to inappropriate/negative behaviors then they will receive a score of 0 for that given hour. If they are given a time-out and deal with their consequence appropriately then follow rubric for score (not a 0 for given hour). Developed by: Steven Shafer, Emily Adema, Erin Jackson, and Larry Brown

Shut Down = H **Disruptive = R** **Off-Limits Area = A** **Blurting = B**
Disrespect = D **Not Following Directives = N** **Talking to Peers = P** **Off Task = T**
Manipulation = M **Incomplete Work = W** **Out of Seat = O** **Swearing = S**

	(8-9am)	(9-10am)	(10-11am)	(11-12am)	(12-1am)	(1-2am)	(2-3am)
Monday							
Tuesday							
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CHAPTER 5

CONCLUSION

Completing a project like this is often one of the most challenging things that one faces in his/her career. First there is difficulty choosing a topic as there are many key pieces that are important in the field of special education. However, an area that is very relevant to the detention setting is Positive Behavior Support (PBS), and as with students who are labeled Emotionally Behavior Disordered, addressing behavior has to be done before academics can be considered. Also, PBS has been proven to be an effective, efficient researched best practice that is still not implemented in many schools. All special education classroom programs should be built on PBS foundations, but especially those in the detention setting.

Once it was determined that PBS should be the focus, it was logical that Functional Behavior Assessment (FBA) and Behavior Intervention Planning (BIP) were two important pieces that allow PBS, as a system, to be successful. Then, the uniqueness of the detention setting had to be considered to evaluate what other components would need to be addressed in order to have a complete and effective manual for a detention center classroom.

While this manual does not include everything there is to know about special education and detention center placements, what is included is a great

framework for any existing or new teacher in the field to be able to use as a reference guide to develop his or her program. Being that this is a work in progress, any new ideas or concepts are most definitely welcome to be added on to the manual. The idea is to have the manual put on the schools common (internet source) so each teacher has access to view and add as they please. Also, if one decides to get into professional research or want to publish an article, this project and literature review could certainly serve as a good foundation to get that started.

Conducting research for this paper went fairly smoothly. However, one did encounter some difficulty finding articles that were specifically about the detention setting and special education. While the lack of research was slightly frustrating, it validated the need for the project as there are a large number of special education students in juvenile detention setting who may not be receiving appropriate educational services.

Potential limitations of the manual are that the strategies will be implemented in the researcher's own classroom, which is a self-contained program, without the opportunity to collaborate with other professionals. Also under the given conditions for implementation of strategies, there is potential for unconscious bias that may impact the reliability and validity of implementation of strategies in the manual. However, necessary proactive measures will be taken to record all data accurately and to analyze and interpret results in a professional manner.

Due to time constraints and teaching demands, completing this project was challenging. Many of the strategies that have already been implemented have proven to be helpful, which is encouraging when considering implementing the new strategies that haven't been tried. As a professional, one should always be looking for new ideas and areas to improve in order to provide students with the best educational experience possible.

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