



Positive Behavior Support

Data Report and Summary: A Look at Connecticut

Purpose: To summarize the goals, outcomes, and needs of
Connecticut's *Positive Behavior Support Initiative*.
1/2009



25 Industrial Park Road • Middletown, CT 06457-1520
Phone: (860) 632-1485 Fax: (860) 632-8870



Positive Behavior Support

Data Report and Summary: A Look at Connecticut

Presented by:

State Education Resource Center
Positive Behavior Support Initiative

Marianne Kirner, Ph.D., Director
Sarah Barzee, Ph.D., Associate Director

Julia Case, Consultant, PBS Coordination and Lead
Michelle Ellis, Consultant, PBS Coordination and Lead
Kristina Jones, Consultant, PBS Coordination and Lead
Tarold Miller, Consultant, PBS
Gretchen Yelmini, Education Services Specialist, PBS Initiative

Nitza M. Diaz, Program Evaluator

In collaboration with:

The Neag School of Education and the Center for Behavioral Education and Research (CBER) at the University of Connecticut

George Sugai, Ph.D., Professor, UConn; Director, CBER
Brandi Simonsen, Ph.D., Assistant Professor, Research Scientist, CBER

Connecticut State Department of Education: Division of Family and Student and Support Services

Charlene Russell-Tucker, Associate Commissioner
Anne Louise Thompson, Chief, Bureau of Special Education
Paul Flinter, Chief, Bureau of Health/Nutrition, Family Services & Adult Education

© 2009 State Education Resource Center



Positive Behavior Support

Data Report and Summary: A Look at Connecticut

Contents

A.	What is Positive Behavior Support?	6
B.	What is the purpose of School-wide Positive Behavior Support?	6
C.	What is the history of Positive Behavior Support in Connecticut?	7
D.	How many Connecticut districts and schools are adopting School-wide PBS?	8
E.	Are Connecticut schools implementing School-wide PBS to criterion?	8
F.	Are Connecticut schools sustaining implementation of School-wide PBS with fidelity?	8
G.	Is School-wide PBS resulting in positive outcomes for Connecticut students?	9
	Office Discipline Referral Rates	9
	Suspension and Expulsion Rates	10
	Academic Achievement.....	10
H.	What is the current need/demand for School-wide PBS training and support in Connecticut?	11
	Systems Needs	11
	Local Demand	12
	National Perspective	12
I.	What are the goals for a Connecticut statewide SW-PBS system?	13
J.	Summary	14
K.	Appendices Section 1: How many Connecticut districts and schools are adopting School-wide PBS in Connecticut?	
	– Appendix 1.1: Summary of Schools Adopting School-wide PBS 05/06 – 08/09..	15
	– Appendix 1.2: Summary of Schools Adopting School-wide PBS by Grade Level 05/06 – 08/09	16
	– Appendix 1.3: Districts with Schools Trained in School-wide PBS from 2000 – 2008	17
	– Appendix 1.4: Districts with Schools Trained in School-wide PBS from 2000-2008	18
	– Appendix 1.5: Bloomfield – District Roll-out Plan for School-wide-PBS	21
	– Appendix 1.6: East Hartford – District Roll-out Plan for School-wide PBS	22
	– Appendix 1.7: Manchester – District Roll-out Plan for School-wide PBS.....	23
L.	Appendices Section 2: Are Connecticut schools implementing School-wide PBS to criterion?	
	– Appendix 2.1: School-wide Evaluation Tool (SET) Scores Over Time, Grades K-6..	24
	– Appendix 2.2: School-wide Evaluation Tool (SET) Scores Over Time, Grades 6-9..	25
	– Appendix 2.3: School-wide Evaluation Toll (SET) Scores Over Time, Grades 9-12.	26
	– Appendix 2.4: School-wide Evaluation Tool (SET) Scores Over Time, Grades K8-K12.....	27

Contents

M.	Appendices Section 3: Are Connecticut schools sustaining implementation of School-wide PBS with fidelity?	
–	Appendix 3.1: School-wide PBS Implementation over 3 Years – Elementary School SET Scores	28
–	Appendix 3.2: School-wide PBS Implementation over 3 Years – Middle/High/Alternative School SET Scores	29
–	Appendix 3.3: School-wide PBS Implementation over 3 Years – Pitkin School, East Hartford, SET Results	30
–	Appendix 3.4: School-wide PBS Implementation over 3 Years – Silver Lane School, East Hartford, SET Results	31
–	Appendix 3.5: School-wide PBS Implementation over 3 Years – Windham Middle School, Windham, SET Results	32
–	Appendix 3.6: School-wide PBS Implementation over 3 Years – Middle School of Plainville, Plainville, SET Results	33
N.	Appendices Section 4: Is School-wide PBS resulting in positive outcomes for Connecticut students?	
–	Appendix 4.1A: Office Discipline Referral Rates, K-6, Schools Implementing School-wide PBS to Criterion versus Schools that Have Not Met SET 2007-2008 .	34
–	Appendix 4.1B: Office Discipline Referral Rates, K-6 Major and Minor Offenses, Schools Implementing School-wide PBS to Criterion versus Schools that Have Not Met SET 2007-2008	35
–	Appendix 4.1C: Office Discipline Referrals Per 100 Students Per Day, K-6, Schools Implementing School-wide PBS to Criterion versus Schools that Have Not Met SET 2007-2008	36
–	Appendix 4.1D: Office Discipline Referrals Per 100 Students Per Day, Grades K8-K12, Schools Implementing School-wide PBS to Criterion versus Schools that Have Not Met SET 2007-2008	37
–	Appendix 4.1E: Office Discipline Referrals Per 100 Students Per Day, Grades 6-9, Schools Implementing School-wide PBS to Criterion versus Schools that Have Not Met SET 2007-2008	38
–	Appendix 4.1F: Average Office Discipline Referrals Per Day Per Month, Hockanum School (Elementary), East Hartford, 2006-2008	39
–	Appendix 4.1G: Average Office Discipline Referrals Per Day Per Month, O'Brien School (Elementary), East Hartford, 2006-2008	40
–	Appendix 4.1H: Average Office Discipline Referrals Per Day Per Month, Carmen Arace Intermediate School (Elementary/Middle), Bloomfield, 2007-2008	41
–	Appendix 4.1I: Average Office Discipline Referrals Per Day Per Month, The Learning Center (Alternative School), Cromwell, 2007-2008	42
–	Appendix 4.1J: Average Office Discipline Referrals Per Day Per Month, Waddell School (Elementary), Manchester, 2006-2008	43
–	Appendix 4.1K: Average Office Discipline Referrals Per Day Per Month, Windham Middle School (Middle), Windham, 2007-2008	44
–	Appendix 4.1L: Average Office Discipline Referrals Per Day Per Month, Colchester Elementary School (Elementary), Colchester, 2005-2008	45
–	4.1M: Total Office Discipline Referrals Per Year, Plainville Middle School (Middle),	

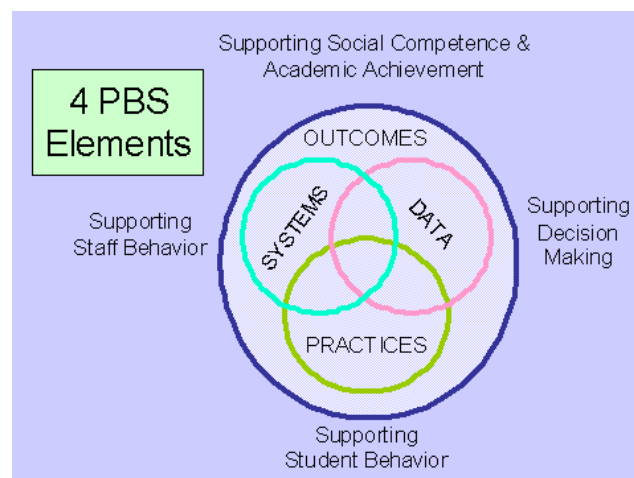
Contents

Plainville, 2005-2008	46
– Appendix 4.1N: Annual Office Discipline Referrals – Students with and without IEPs, Colchester Elementary School (Elementary), Colchester, 2005-2008	47
– Appendix 4.2A: In School Suspensions – Students with and without IEPs, Colchester Elementary School (Elementary), Colchester, 2005-2008	48
– Appendix 4.2B: Out of School Suspensions – Students with and without IEPs, Colchester Elementary School (Elementary), Colchester, 2005-2008	49
– Appendix 4.2C: In School and Out of School Suspensions, Middle School of Plainville (Middle), Plainville, 2005-2008	50
– Appendix 4.2 D: Acts of Aggression, Middle School of Plainville (Middle), Plainville, 2005-2008	51
– Appendix 4.3A: DIBELS Performance – Nonsense Word Fluency, Colchester Elementary School (Elementary), Colchester	52
– Appendix 4.3B: DIBELS Performance – Oral Reading Fluency, Colchester Elementary School (Elementary), Colchester	53
– Appendix 4.3C: DIBELS Performance – Oral Reading Fluency, Colchester Elementary School (Elementary), Colchester	54
– Appendix 4.3D: DIBELS Performance – Oral Reading Fluency, Colchester Elementary School (Elementary), Colchester	55
– Appendix 4.3E: Benchmark Reading Results, Colchester Elementary School (Elementary), Colchester	56
– Appendix 4.3F: Benchmark Reading Results, Colchester Elementary School (Elementary), Colchester	57
O. Appendix 5: What is the current demand for School-wide PBS training in Connecticut? Districts on School-wide Positive Behavior Support Waiting List	58
P. References	59

What is Positive Behavior Support?

Positive Behavior Support (PBS) involves a proactive, comprehensive, and systemic continuum of support designed to provide opportunities to all students, including students with disabilities and second language learners, to achieve social, behavioral, and learning success. This is accomplished by examining the factors that impact behavior as well as the relationships between environment and behavior.

PBS is not a program or a curriculum but rather a systems approach to enhance the capacity of schools and districts to adopt and sustain the use of evidence-based practices for all students. A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and nonclassroom settings (such as hallways, restrooms). PBS also works to improve the overall school climate, decrease reactive management, maximize academic achievement for all students, integrate academic and behavioral initiatives, and address the specific needs of students with severe emotional and behavioral concerns (Center on Positive Behavioral Interventions and Supports, 2008).



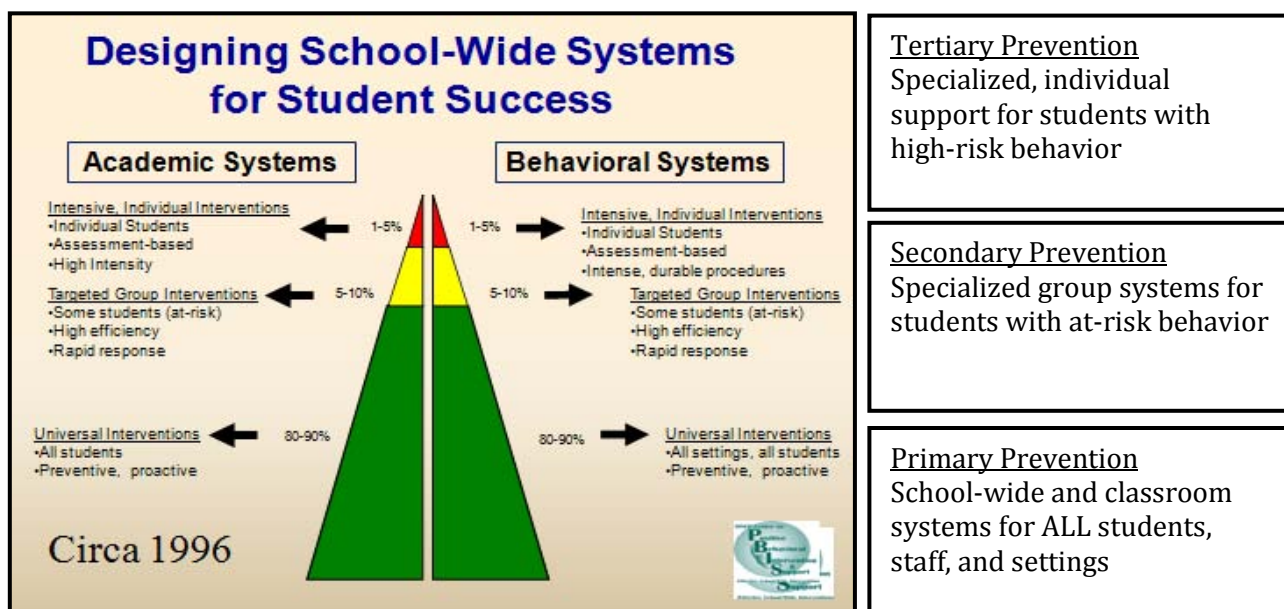
What is the purpose of School-wide Positive Behavior Support?

The main focus of **School-wide Positive Behavior Support (SW-PBS)** is to provide proactive and effective behavioral support for students at the universal level. This is accomplished when the host environment (i.e., the whole school community) establishes and maintains universal procedures that contain clear and consistent behavioral expectations. Opportunities for student success are enhanced by directly teaching universal expectations and establishing a school-wide system for reinforcing desired behavior. The necessary elements of school-wide PBS include methods to: examine needs through data; develop school-wide expectations; teach school-wide expectations; reinforce school-wide expectations; discourage problem behaviors; and monitor implementation and progress (Ibid).

School-wide Positive Behavior Support is an application of a behaviorally based systems approach to enhance the capacity of schools, families, and communities to design effective environments that

improve the link between research-validated practices and the environments in which teaching and learning occur. Attention is focused on creating and sustaining **primary** (school-wide), **secondary** (classroom), and **tertiary** (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional (Ibid).

Continuum of School-wide Instructional and Positive Behavior Support:



What is the history of Positive Behavior Support in Connecticut?

The CT State Department of Education (CSDE), through the State Education Resource Center (SERC), has been providing training, technical assistance, coaching, and evaluation to CT school districts since 2000. At that time, SERC provided professional development, on-site technical support and coaching, and networking sessions to five schools in four districts interested in initiation and implementation of PBS. Since 2005-2006, SERC has trained CT districts and schools in collaboration with the University of Connecticut and the National Technical Assistance Center on Positive Behavioral Interventions & Supports funded by the Office of Special Education Programs (OSEP). In 2007-2008 and 2008-2009, SERC trained 63 schools representing 14 districts in Year One School-wide Positive Behavior Support (SW-PBS) through the SERC/UConn collaboration. All of the schools beginning training in the 2007-2008 and 2008-2009 school years are from districts that have committed to full-district roll-out of PBS. Several of the schools involved in the 2007-2008 training cadre are participating in the training as part of their district improvement plan in response to CSDE's targeted effort to monitor and address disproportionality in the rates of suspension and expulsion for students with disabilities.

How many Connecticut districts and schools are adopting School-wide PBS?

The SERC/UConn collaboration has trained over 100 schools since 2005 (see Appendix 1.1). Schools at all grade levels, including pre-schools, elementary, intermediate, middle, high schools, and alternative schools have participated in School-wide PBS training. However, the majority, approximately 75%, are elementary schools (see Appendix 1.2). Since 2000, over 27 districts have trained schools in Positive Behavior Support (see Appendix 1.3) and over 125 schools have been trained (see Appendix 1.4).

Since 2006, partnering districts have been required to establish a district team for managing district implementation and to commit to full district involvement in PBS. As of 2008, 18 districts have made this commitment. Districts establish roll-out plans to manage the district-wide scaling up of Positive Behavior Support. Since 2000, many districts have completed training district-wide (see Appendices 1.5, 1.6, and 1.7).

Are Connecticut schools implementing School-wide PBS to criterion?

Implementation fidelity of School-wide Positive Behavior Support in Connecticut is measured annually by the *School-wide Evaluation Tool* (SET). The SET is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET results are used to: assess features that are in place; determine annual goals for school-wide effective behavior support; evaluate ongoing efforts toward school-wide behavior support; design and revise procedures as needed; and compare efforts toward school-wide effective behavior support from year to year.

Schools in the planning phase of training (Year 1) receive a baseline evaluation during the Spring of Year 1 training. Participating schools who were evaluated for two or three consecutive years demonstrated effective roll-out of PBS during the implementation phase of training (Year 2) and sustained implementation of PBS during the maintenance phase of training (Year 3 and beyond).

Based on the SET, schools are labeled as having “met SET” or implementing to criterion when they have received a score of 80% for the measurement of *Expectations Taught* and an overall average score of 80% (Sprague & Walker, 2005). From the 2005-2006 SET evaluations to the 2007-2008 SET evaluations, schools have demonstrated growth towards meeting SET at all grade levels (see Appendices 2.1, 2.2, 2.3, and 2.4).

Are Connecticut schools sustaining implementation of School-wide PBS with fidelity?

Since 2005, 17 schools have participated in two or three consecutive SET Evaluations. Of those 17 schools, all demonstrated growth. Twelve of the 17 schools met SET during their first year of implementation (Year 2 of the evaluation). By the second year of implementation (Year 3 of the evaluation), 14 of the 17 schools had met or continued to meet SET. Of the 11 schools who met SET during Year 2 of the evaluation, only one school was unable to sustain implementation from Year 2 to Year 3 of the evaluation (see Appendices 3.1 and 3.2).

The SET evaluation provides individual schools with implementation indicators in the following measurement areas: expectations defined; expectations taught; systems to reward expectations; systems for responding to behavioral violations; monitoring decision making; management; and district support. Individual schools receive an analytical report and a data report on their SET evaluation that outline the current level of implementation in each area. District teams also receive the SET reports for their schools. Schools target areas for improvement and individually have demonstrated growth and maintenance of effective systems in all SET measurement areas over time (see Appendices 3.3, 3.4, 3.5, and 3.6).

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Connecticut schools and districts are experiencing positive outcomes in response to their initiation and implementation of School-wide Positive Behavior Support. This is evidenced by data collected, analyzed, and submitted via three online data collection and management systems: *School-wide Information System* (SWIS), *PBS Surveys* (www.pbssurveys.org), and *PBS Eval* (www.pbseval.org), as well as through the personal testimony of the school Principals implementing SW-PBS in their schools. As one local Principal reports:

"I am a big advocate of the PBS system. Through involving staff in the defining, structuring, and implementation of each component of the process, we have had a measurable impact on our referral rate, which dropped 35% in the first year and has remained there in year two. We plan to keep PBS in place and continue to refine and extend our efforts. Every school should go through the process."

Michael Litke, Principal
O'Brien Elementary School
East Hartford Public Schools

Office Discipline Referral Rates:

Research indicates that office referrals for discipline decrease on average 40-60% (Sugai & Horner, 2001) when schools implement PBS effectively. Students with behavioral concerns receive increased positive support through behavior interventions, which focus on the teaching and reinforcement of appropriate behaviors and skills development and thus the prevention of behaviors of concern.

Connecticut-trained schools that are utilizing the SWIS database system and have been evaluated using the SET have demonstrated clear reductions in office discipline referrals as a result of PBS implementation to criterion. At the K-6, 9-12, and K8-K12 grade levels, schools that have met SET have fewer office discipline referrals per day per 100 students than schools that have trained in PBS but have not met SET in the same grade ranges (see Appendices 4.1A, 4.1B, 4.1C, and 4.1D). Additionally, schools in the grade range of 6-9 who are implementing PBS to criterion based on the *Team Implementation Checklist* (TIC), a self-evaluation tool used for ongoing progress monitoring, have fewer office discipline referrals per day per 100 students than schools who are not yet implementing PBS to criterion based on the TIC in the same grade range (see Appendix 4.1E).

Individually, Connecticut schools have demonstrated significant reductions in office discipline referrals over time as a result of PBS implementation. Data figures from SWIS that show average referrals per day per month over multiple years are promising at all grade levels (see Appendices

4.1F, 4.1G, 4.1H, 4.1I, 4.1J, 4.1K, 4.1L, and 4.1M). When collected in SWIS, total referrals have reduced for students with disabilities in addition to their general education peers (see Appendix 4.1N).

Suspension and Expulsion Rates:

Research indicates that suspension and expulsion are the most common responses to severe problem behavior in schools (Lane & Murakami, 1987; Patterson, Reid & Dishon, 1992), yet exclusion and punishment are ineffective at producing long-term reduction in problem behavior (Costenbader & Markson, 1998; Walker, et al., 1996). Educators and families have an increasing understanding that punishing problem behaviors, without a proactive support system, is inadequate and results in increases in aggression, vandalism, truancy, and dropping out (Mayer, 1995; Mayer & Sulzer-Asaroff, 1991).

Many PBS schools in Connecticut have experienced a reduction in out of school suspension, in school suspension, and expulsion rates. The reduction in frequency of suspensions and expulsions is also seen for students with disabilities. Data from the *School-wide Information System* (SWIS) and from school-based data systems show that overall rates of suspension have been reduced dramatically at many PBS sites (see Appendices 4.2A, 4.2B, and 4.2C). The reductions have been sustained for multiple years. Rates of aggression at one middle school in Connecticut were measured during three years of PBS training and implementation. This school observed instances of aggression drop in the third year of implementation to almost one quarter of the instances from the first year of data collection (see Appendix 4.2D). Aggression was defined as physical acts that result in injury or emotional distress of another person (see Appendix 4.2D for detailed definition).

Academic Achievement:

Improvements in student behavior and school climate are related to improvement in academic outcomes (Fleming, et al., 2005; McIntosh, et al., 2006; Nelson, et al., 2006). Problem behavior is the single most common reason why students are removed from regular classrooms. Schools that implement system-wide interventions report increased time engaged in academic activities and often experience improved academic performance due to increased time on task. Reduction in office discipline referrals results in increased time in instructional settings for students. Effective school-wide systems of behavior support provide clear and consistent discipline procedures and enhance adult capacity to manage inappropriate behavior using a function-based approach. Building behavior management capacity and classroom systems for behavior management through School-Wide PBS increases instructional time in classroom settings.

Connecticut schools recently began observing academic patterns related to implementation of Positive Behavior Support. Early data are promising from a district that began tracking the relationship in 2006. In this elementary school, reading is taught using the *Open Court Reading*® (SRA/McGraw-Hill) program. *DIBELS* (*Dynamic Indicators of Basic Early Literacy Skills*) (University of Oregon) are administered three times per year for students in K-2 by a team of educators, with the data used to drive instructional decisions and to identify students in need of extra support. Improvements in outcomes on *DIBELS* measures coincide with implementation of School-wide Positive Behavior Support. Implementation of SW-PBS began in 2006 and has been sustained to criterion through Spring of 2008. On the *DIBELS* measures, the number of students *at risk* or at *some risk* has declined significantly, while the number of students at *low risk* has increased. This has been demonstrated by cohorts of students over multiple years as they transition to new grade levels and has been demonstrated by independent grade levels with different student groups over multiple years (see Appendices 4.3A, 4.3B, 4.3C, and 4.3D). *DIBELS* benchmark data have improved for both

student cohorts and the full student body (see Appendices 4.3E and 4.3F). Districts will likely continue the trend of recording and observing the relationship between academic achievement and implementation of SW-PBS during the upcoming years.

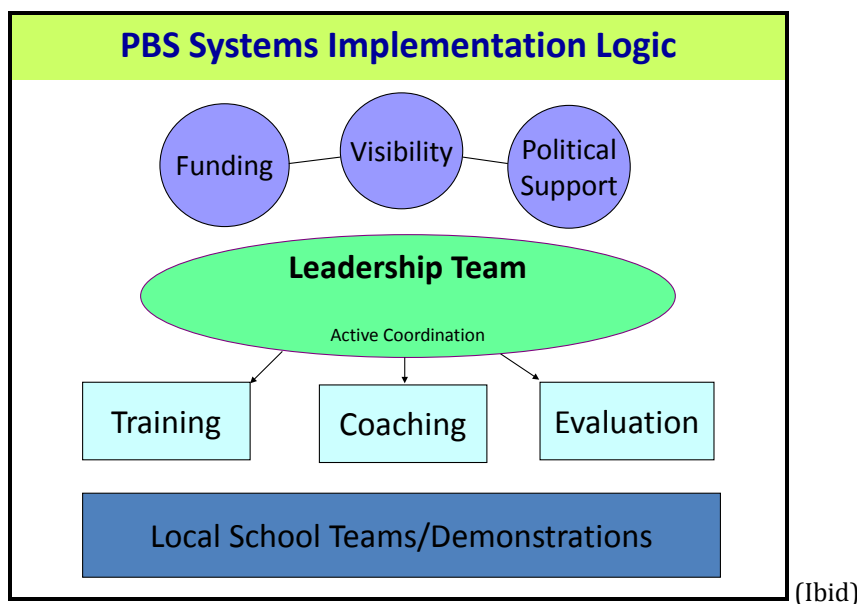
What is the current need/demand for School-wide PBS training and support in Connecticut?

Systems Needs:

Durable and adaptable School-wide PBS implementation requires systemic support that extends beyond the individual school. It is important to organize multiple schools (e.g., cluster, complex, district, county, state) so that a common vision, language, and experience are established. This approach allows districts and states to improve the efficiency of resource use, implementation efforts, and organizational management. An expanded infrastructure also enhances the district and state level support (e.g., policy, resources, competence) and provides a supportive context for implementation at the local level (Center on Positive Behavioral Interventions and Supports, 2005).

The essential features of a comprehensive statewide system of positive behavior and mental health support would include the following:

- **Statewide Leadership Team** that involves a variety of partners and stakeholders;
- **Coordination** through CSDE and SERC;
- Adequate and sustained **Funding Support**;
- **Visibility** and commitment to PBS;
- Relevant and effective **Political Support**;
- **Training Capacity** that expands beyond SERC and UConn;
- **Coaching Capacity** that expands beyond SERC and UConn;
- **Model Schools** that demonstrate effective implementation and sustainability; and
- **Program Evaluation** to ensure implementation fidelity and to measure outcomes.



Local Demand:

Demand by Connecticut school districts for participation in School-wide Positive Behavior Support training has exceeded the resources available. The waiting list for districts interested in participating in training in 2009-2010 has reached 26 districts since summer 2008 (see Appendix 5). Given the success of PBS in reducing suspensions and expulsions, the demand is likely to increase as a result of the state's new Suspension-Expulsion guidelines effective July 1, 2009. Connecticut needs to further the development of a coordinated, comprehensive, statewide system through the State Education Resource Center in collaboration with the University of Connecticut to address the behavioral and mental health needs of all Connecticut's children in order to ensure academic achievement and behavioral outcomes.

National Perspective:

Positive Behavior Support, funded nationally by the Office of Special Education Programs, continues to be implemented in 49 states and thousands of schools. Across the country, PBS is lauded for its data-driven approach to decision making. However, now, more than ever before, states like Connecticut must be prepared to implement PBS.

As a Senator, President Barack Obama introduced the *Positive Behavior for Effective Schools Act* (S.2111) on September 27, 2007, while Representative Philip Hare (D-IL) introduced companion legislation in the House. The Bill would allow for states to use funds allocated for school improvement under Title I for School-wide Positive Behavior Support. It also requires improvements in school-wide learning environments, including SW-PBS, to be a target of:

- Technical assistance provided by states to local education authorities (LEAs) and schools, and by LEAs to schools identified as needing improvement;
- School-wide programs that allow LEAs to consolidate educational funds to upgrade the entire educational program of schools that serve a high proportion of low-income families;
- Professional development funding;
- Funding under the Safe and Drug-Free Schools and Communities program; and
- Elementary and secondary school counseling programs.

President Obama's support for Positive Behavior Support in the Senate suggests that PBS will be an important part of his administration's education agenda as well. Also, his selection for Secretary of Education, Arne Duncan, formerly served as the Chief Executive Officer of the Chicago Public Schools, where implementation efforts for PBS continue. According to the Illinois PBS Network, as of June 2008, Illinois has nearly 900 schools using PBS, many of which are in Chicago (Illinois PBIS Network, 2008).

What are the goals for a Connecticut statewide SW-PBS system?

The three-year goals for a Connecticut statewide SW-PBS system include:

- Enhancing and building capacity for providing district-specific assistance in the development and management of secondary and tertiary behavior support systems and expertise of local personnel;
- Establishing a statewide educational system for training, coaching, and evaluation by building capacity in regional educational service centers and other professional organizations to address the growing number of PBS sites in Connecticut;
- Investigating further the local relationship between SW-PBS and academic outcomes;
- Identifying further a static funding source for scaling-up efforts;
- Developing a model schools program to identify, support, and exhibit high quality; implementation sites with an emphasis on high school exemplars.

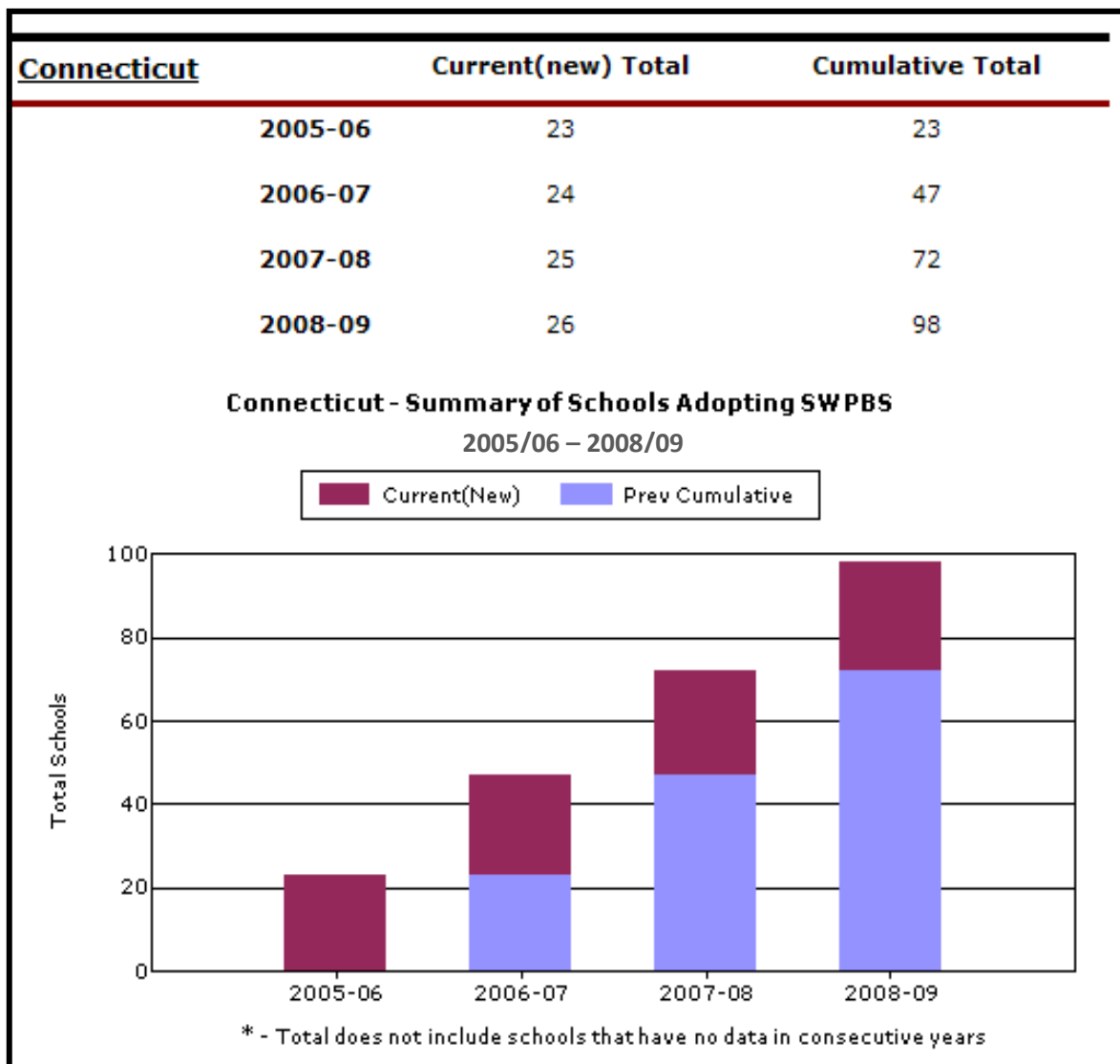
Summary

Positive Behavior Support (PBS) involves a proactive, comprehensive, and systemic continuum of support designed to provide opportunities to all students, including students with disabilities and second language learners, to achieve social, behavioral, and learning success. The CT State Department of Education (CSDE), through the CT State Education Resource Center (SERC), has been providing training, technical assistance, coaching, and evaluation to CT school districts since 2000. The major findings from Positive Behavior Support implementation are:

- Since 2000, over 27 districts have trained schools in Positive Behavior Support and over 125 schools have been trained.
- Connecticut schools and districts are experiencing positive outcomes in response to their initiation and implementation of School-wide Positive Behavior Support.
- Connecticut-trained schools that are utilizing the SWIS database system and have been evaluated using the SET have demonstrated clear reductions in office discipline referrals as a result of PBS implementation to criterion. When collected in SWIS, total office discipline referrals have reduced for students with disabilities in addition to their general education peers.
- Many PBS schools in Connecticut have experienced a reduction in out of school suspension, in school suspension, and expulsion rates.
- Connecticut schools recently began observing academic patterns related to implementation of Positive Behavior Support. Districts will likely continue the trend of recording and observing the relationship between academic achievement and implementation of SW-PBS during the upcoming years.
- Demand by Connecticut school districts for participation in School-wide Positive Behavior Support training has exceeded the resources available.
- Connecticut needs to further the development of a coordinated, comprehensive statewide system through the State Education Resource Center in collaboration with the University of Connecticut to address the behavioral and mental health needs of all Connecticut's children in order to ensure academic achievement and behavioral outcomes.

How many Connecticut schools are adopting School-wide Positive Behavior Support?

Appendix 1.1: Summary of Schools Adopting School-wide PBS 05/06 – 08/09[†]



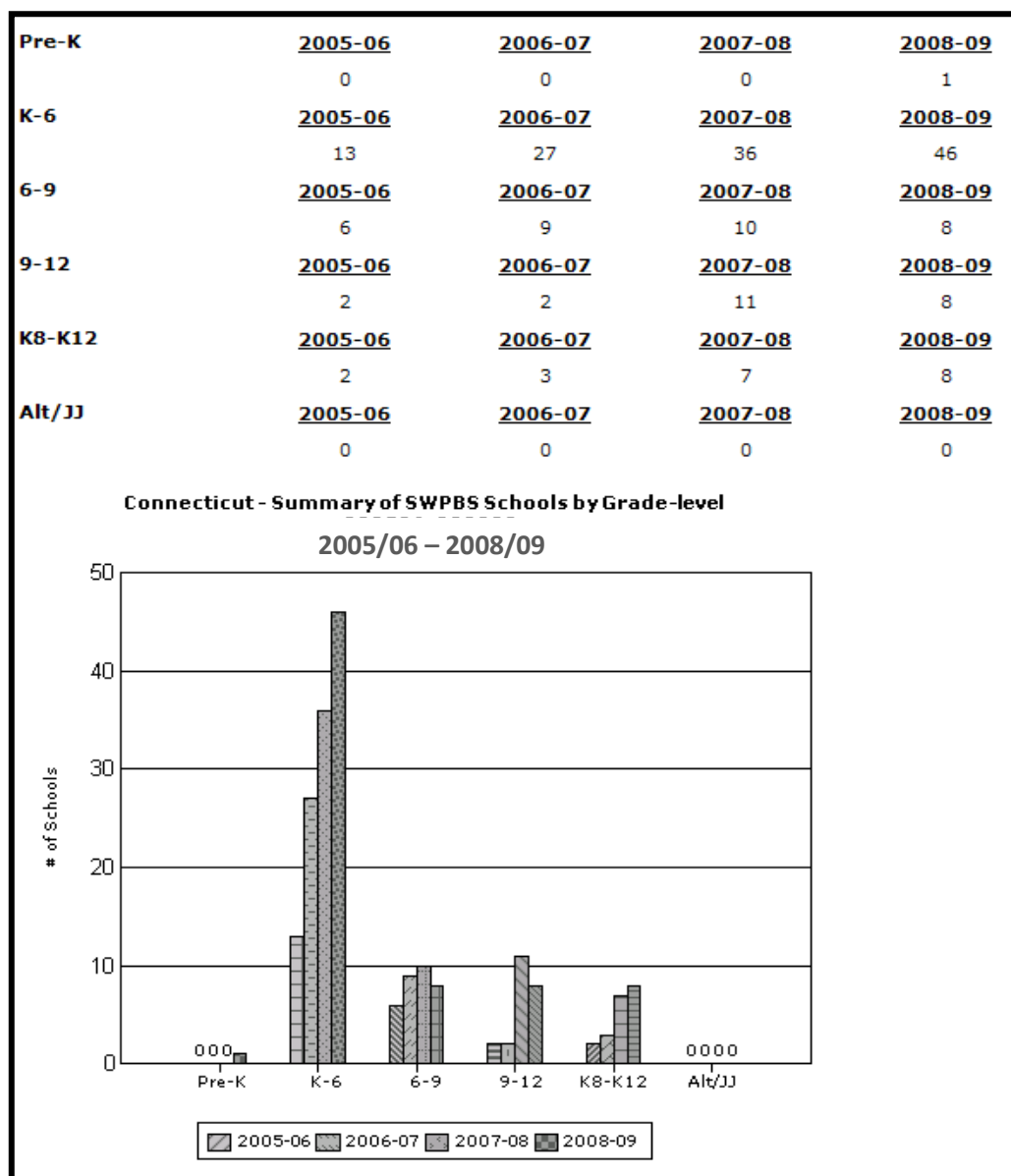
Source: www.pbseval.org

[^]Figure does not include schools trained in Waterbury (33 schools) in 2007- 2008 or Shelton (8 schools) in 2004-2008.

[†]Figure represents data only from schools using the SWIS system or PBS Surveys and is not representative of all PBS-trained schools.

How many Connecticut schools are adopting School-wide Positive Behavior Support?

Appendix 1.2: Summary of Schools Adopting School-wide PBS by Grade Level 05/06 – 08/09[†]

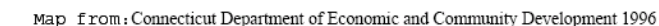


Source: www.pbseval.org

[^]Figure does not include schools trained in Waterbury (33 schools) in 2007-2008 or Shelton (8 schools) in 2004-2008.

[†]Figure represents data only from schools using the SWIS system or PBS Surveys and is not representative of all PBS-trained schools.

Appendix 1.3: Districts with Schools Trained in School-wide PBS from 2000 - 2008



How many Connecticut districts and schools are adopting School-wide Positive Behavior Support?

Appendix 1.4: Districts with Schools Trained in School-wide PBS from 2000 - 2008

District	School	Year Trained
Ashford	Ashford School	2005 -2006
Bloomfield	Carmen Arace Middle School	2005-2006
	Carmen Arace Intermediate	2006-2007
	Bloomfield High School	2006-2007
	Big Picture High School	2007-2008
	Laurel School	2007-2008
	J.P. Vincent	2007-2008
	Metacomet	2007-2008
Colchester	Jack Jackter Intermediate	2005-2006
	Colchester Elementary	2005-2006
	William J. Johnson Middle School	2007-2008
	Bacon Academy	2007-2008
Cromwell	Children's Home of Cromwell/The Learning Center	2006-2007
Danbury	South Street School	2000-2001
	Morris Street School	2002-2003
East Hartford	Hockanum School	2001-2002
	Anna E. Norris School	2002-2003
	East Hartford Middle School	2003-2004
	Robert J O'Brien School	2004-2005
	Joseph O. Goodwin School	2005-2006
	Governor Wm. Pitkin School	2005-2006
	Silver Lane School	2005-2006
	Thomas S. O'Connell School	2005-2006
	Sunset Ridge School	2005-2006
	Mayberry Elementary	2004-2005
	Langford Elementary	2004-2005
	Synergy (Stevens Alternative) High School	2008-2009
	East Hartford High School	2006-2007
Hamden	Dunbar Hill	2001-2002
	Helen Street	2002-2003
	Spring Glen	2002-2003
	Ridge Hill	2002-2003
	Hamden Middle School	2003-2004
Hartford	Burr School	2002-2003
	Parkville Community	2002-2003
Hebron	Hebron Elementary	2007-2008
	Gilead Hill School	2007-2008
Killingly	Killingly Central School	2005-2006
	Killingly Intermediate School	2008-2009

Continued

Appendix 1.4 Continued

	Killingly Memorial School	2005-2006
Manchester	Bennett Middle School	2005-2006
	Bowers School	2005-2006
	Waddell Elementary	2006-2007
	Buckley School	2006-2007
	Illing Middle School	2006-2007
	Manchester High School	2007-2008
	Keeney Street School	2007-2008
	Nathan Hale School	2007-2008
	Highland Park Elementary	2008-2009
	Robertson School	2008-2009
	Verplanck School	2008-2009
	Washington School	2007-2008
Meriden	Washington Middle School	2003-2004
Montville	Leonard J. Tyl Middle School	2007-2008
	Mohegan School	2008-2009
	Montville High School	2007-2008
New Britain	Holmes School	2000-2001
	Northend School	2001-2002
New Haven	Betsy Ross Arts Magnet Middle School	2007-2008
	Katherine Brennen/Clarence Rogers	2008-2009
	High School in the Community	2007-2008
	Ross/Woodward School	2007-2008
	Troup Magnet Academy of Sciences School	2008-2009
	Timothy Dwight	2007-2008
	Truman School	2007-2008
New London	Bennie Dover Jackson Middle	2004-2005
New Milford	Schaghticoke Middle School	2005-2006
Norwich	Teachers' Memorial Middle	2005-2006
	Kelly Middle School	2006-2007
Plainville	Middle School of Plainville	2005-2006
	Louis Toffolon School	2008-2009
Region 01	Housatonic Valley Regional High School	2007-2008
	North Canaan Elementary School	2008-2009
Region 19	EO Smith High School	2005-2006
Shelton	Booth Hill Elementary	2004-2005
	Lafayette Elementary	2004-2005
	Shelton Intermediate	2004-2005
	Elizabeth Shelton Elementary	2005-2006
	Sunnyside Elementary	2005-2006
	Long Hill Elementary	2005-2006
	Mohegan Elementary	2005-2006
	Shelton High School	2008-2009
Southington	Derynoski Elementary	2002-2003
	Joseph A. DePaulo Middle School	2002-2003
	John F. Kennedy Middle	2003-2004

Continued

Appendix 1.4 Continued

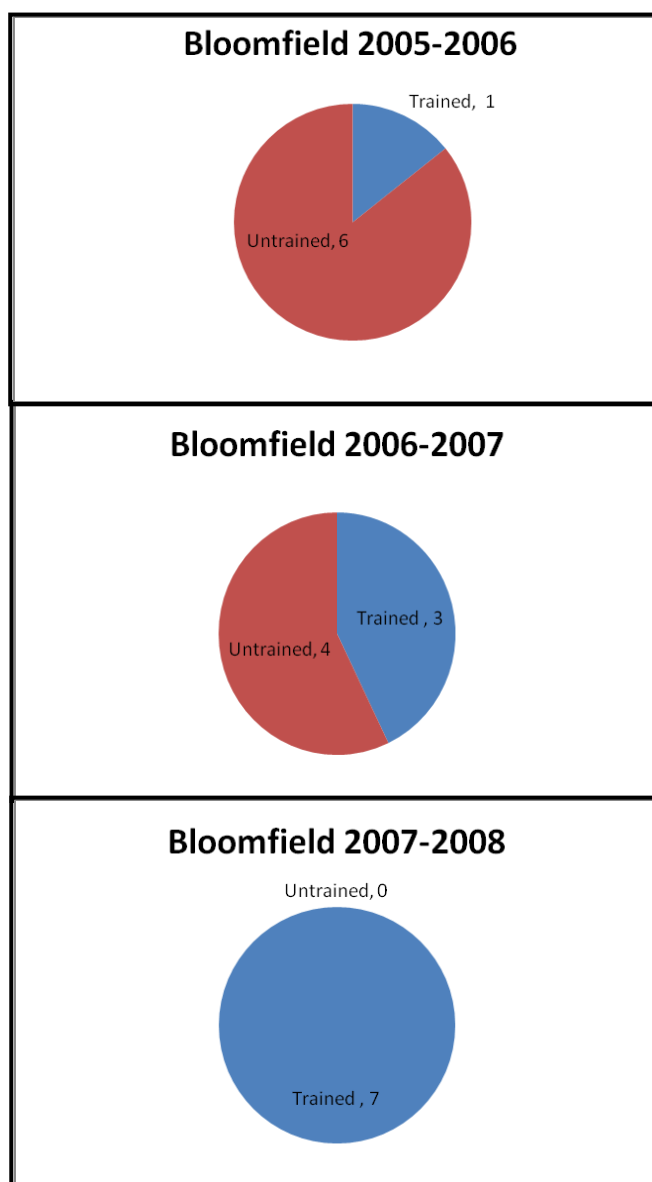
	Plantsville Elementary	2004-2005
	Flanders Elementary	2004-2005
Vernon	Center Road School	2000-2001
	Vernon Center Middle School	2008-2009
	Maple Street School	2007-2008
Waterbury	Tinker School	2007-2008
	Crosby High School	2007-2008
	Barnard School	2007-2008
	Bucks Hill School	2007-2008
	Bunker Hill School	2007-2008
	Brooklyn Elementary	2007-2008
	Carrington School	2007-2008
	H.S. Chase School	2007-2008
	Wendell L. Cross School	2007-2008
	Driggs School	2007-2008
	Sprague School	2007-2008
	Washington School	2007-2008
	West Side Middle School	2007-2008
	Waterbury Arts Magnet School	2007-2008
	Margaret M. Generali Elementary School	2007-2008
	Gilmartin School	2007-2008
	Hopeville School	2007-2008
	F.J. Kingsbury School	2007-2008
	Maloney Magnet School	2007-2008
	Regan School	2007-2008
	Rotella Interdistrict Magnet	2007-2008
	Walsh School	2007-2008
	Woodrow Wilson School	2007-2008
	North End Middle School	2007-2008
	Wallace Middle School	2007-2008
	John F. Kennedy High School	2007-2008
	Preschool	2007-2008
	Enlightenment School	2007-2008
	Wilby High School	2007-2008
	State Street School	2007-2008
Willington	Hall Memorial	2005-2006
Windham	Windham Middle School	2005-2006
	Windham High School	2006-2007
	Natchaug	2006-2007
	North Windham School	2007-2008
	Eastern Regional Academy	2008-2009
	Windham Academy (CLOSED)	2007-2008

Updated 12.08

How many Connecticut districts and schools are adopting School-wide Positive Behavior Support?

Appendix 1.5: Bloomfield – District Roll-out Plan for School-wide PBS

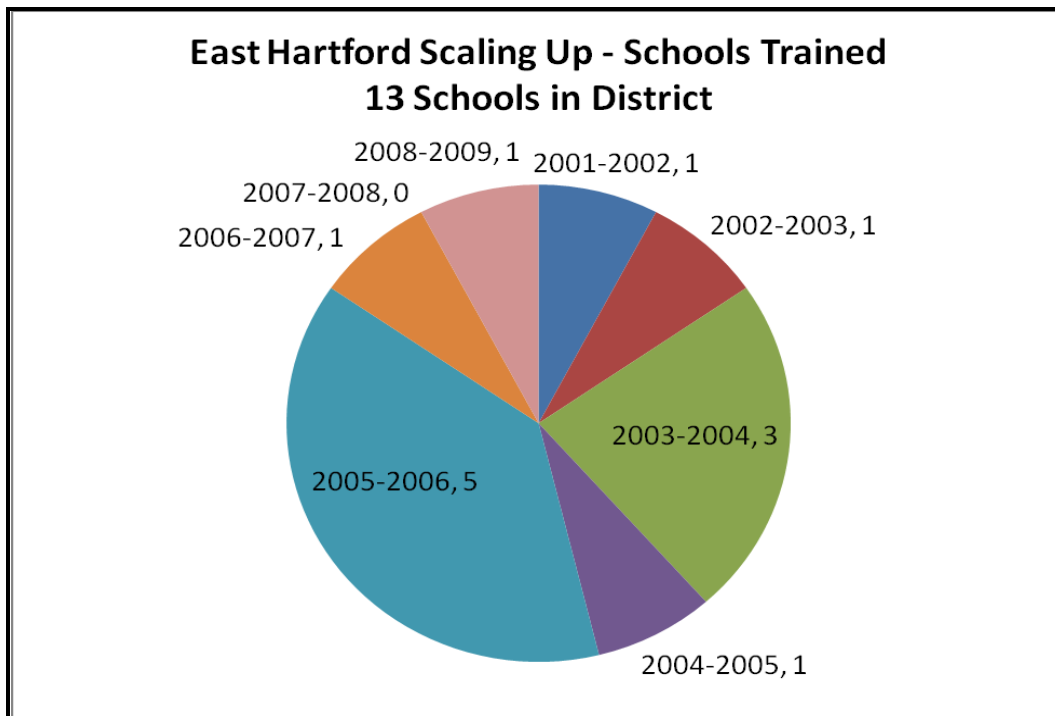
Year	Total Schools Trained	Schools Untrained
2005-2006	1	6
2006-2007	3	4
2007-2008	7	0



How many Connecticut districts and schools are adopting School-wide Positive Behavior Support?

Appendix 1.6: East Hartford – District Roll-out Plan for School-wide PBS

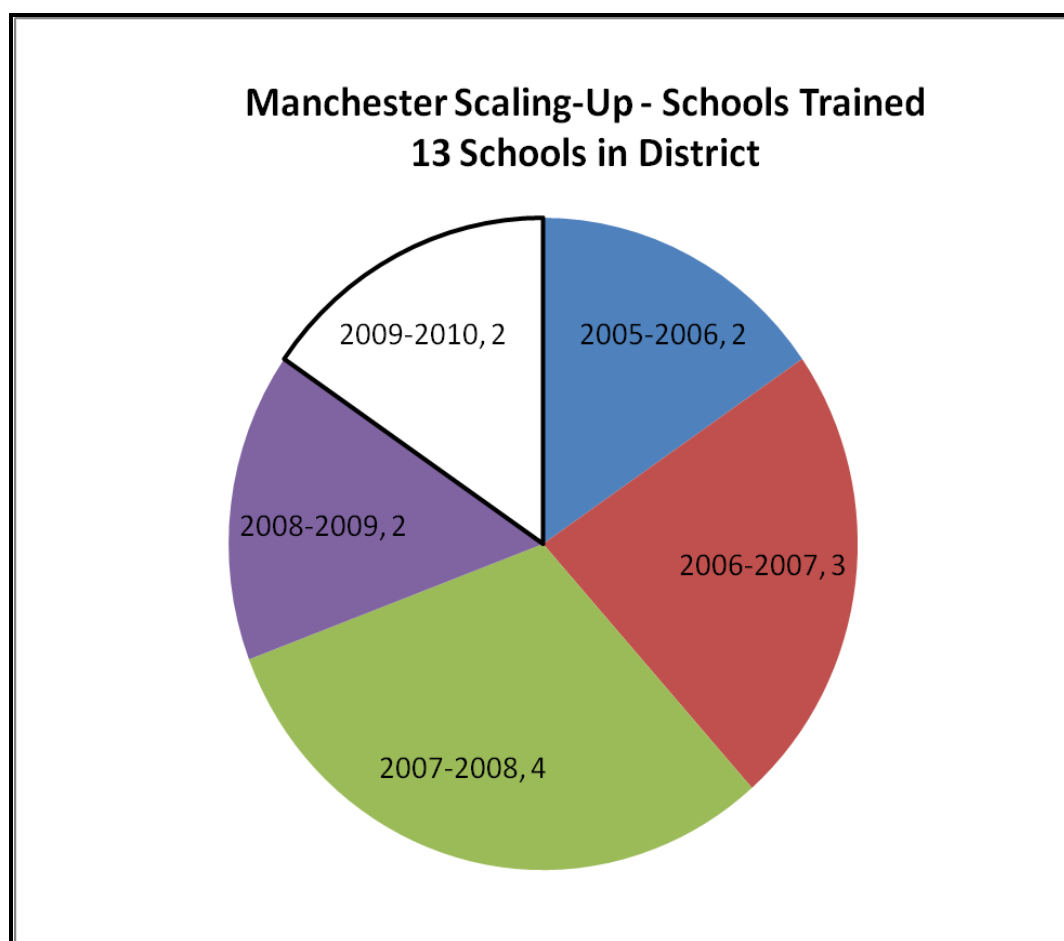
Year	Schools Added to Training	Schools Untrained
2001-2002	1	12
2002-2003	1	11
2003-2004	3	8
2004-2005	1	7
2005-2006	5	2
2006-2007	1	1
2007-2008	0	1
2008-2009	1	0



How many Connecticut districts and schools are adopting School-wide Positive Behavior Support?

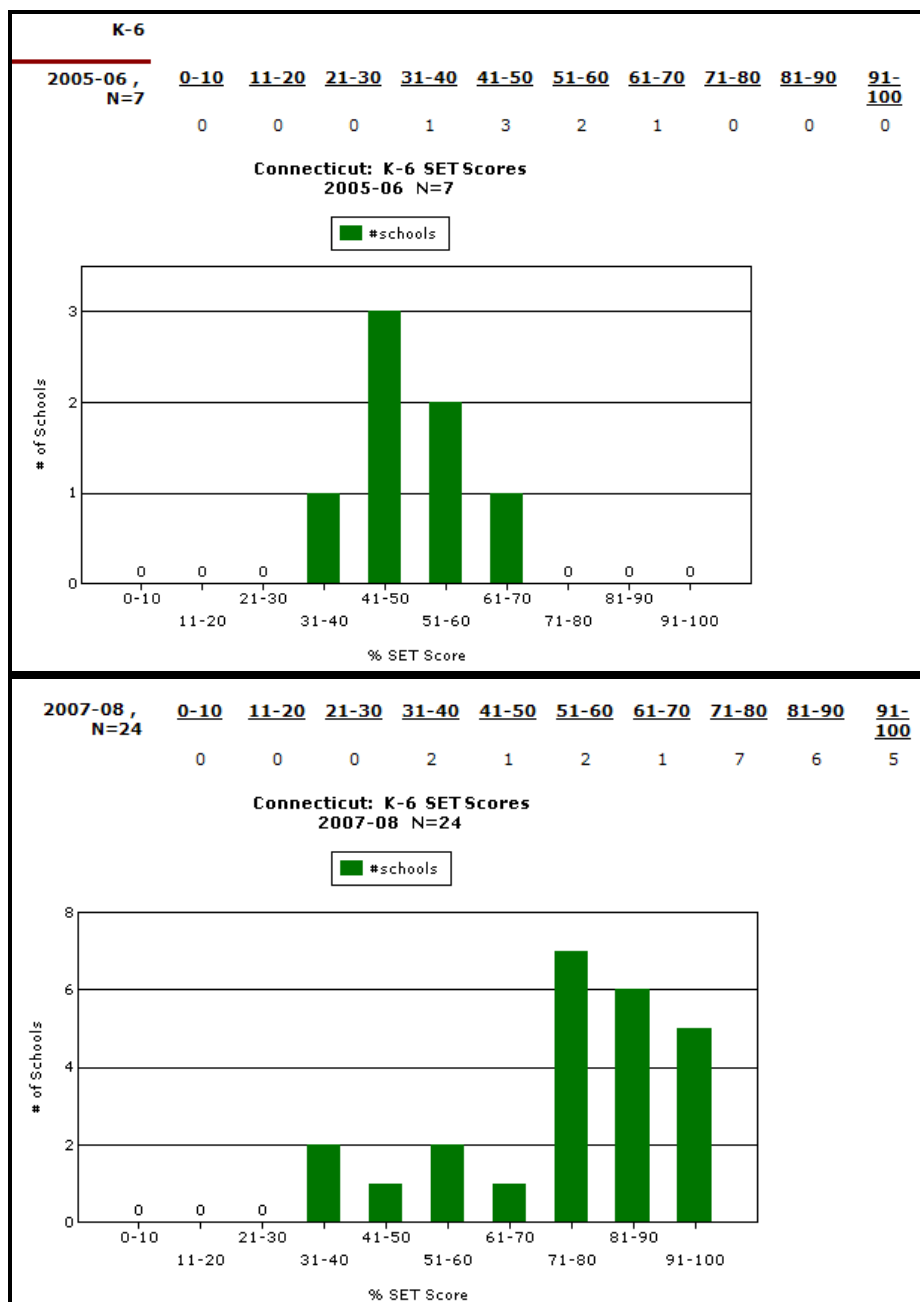
Appendix 1.7: Manchester – District Roll-out Plan for School-wide PBS

Year	Schools Added to Training	Schools Untrained
2005-2006	2	11
2006-2007	3	8
2007-2008	4	4
2008-2009	2	2
2009-2010	2	0



Are Connecticut schools implementing School-wide PBS to criterion?

Appendix 2.1: School-wide Evaluation Tool (SET) Scores over Time, Grades K-6[†]



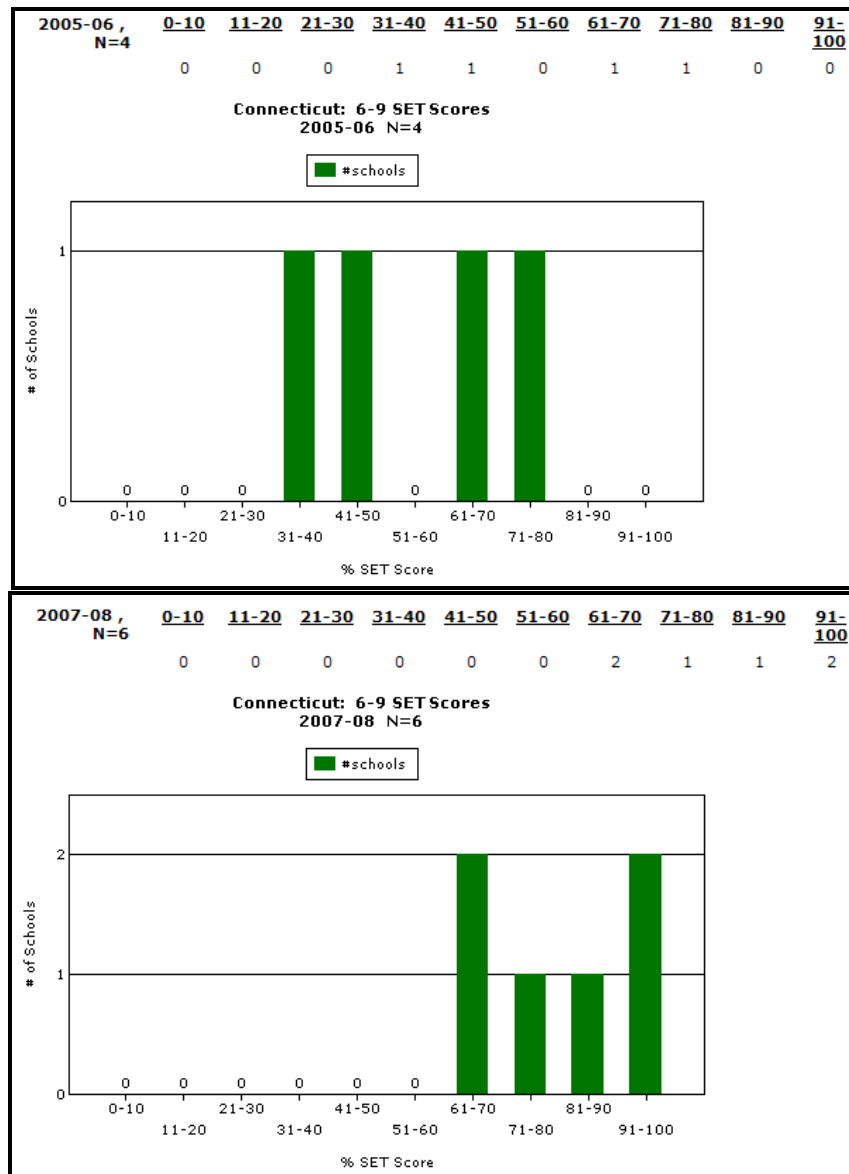
Updated 12.08

Source: www.pbseval.org

[†]Figure represents data only from schools using the SWIS system or PBS Surveys and is not representative of all PBS-trained schools.

Are Connecticut schools implementing School-wide PBS to criterion?

Appendix 2.2: School-wide Evaluation Tool (SET) Scores over Time, Grades 6-9†



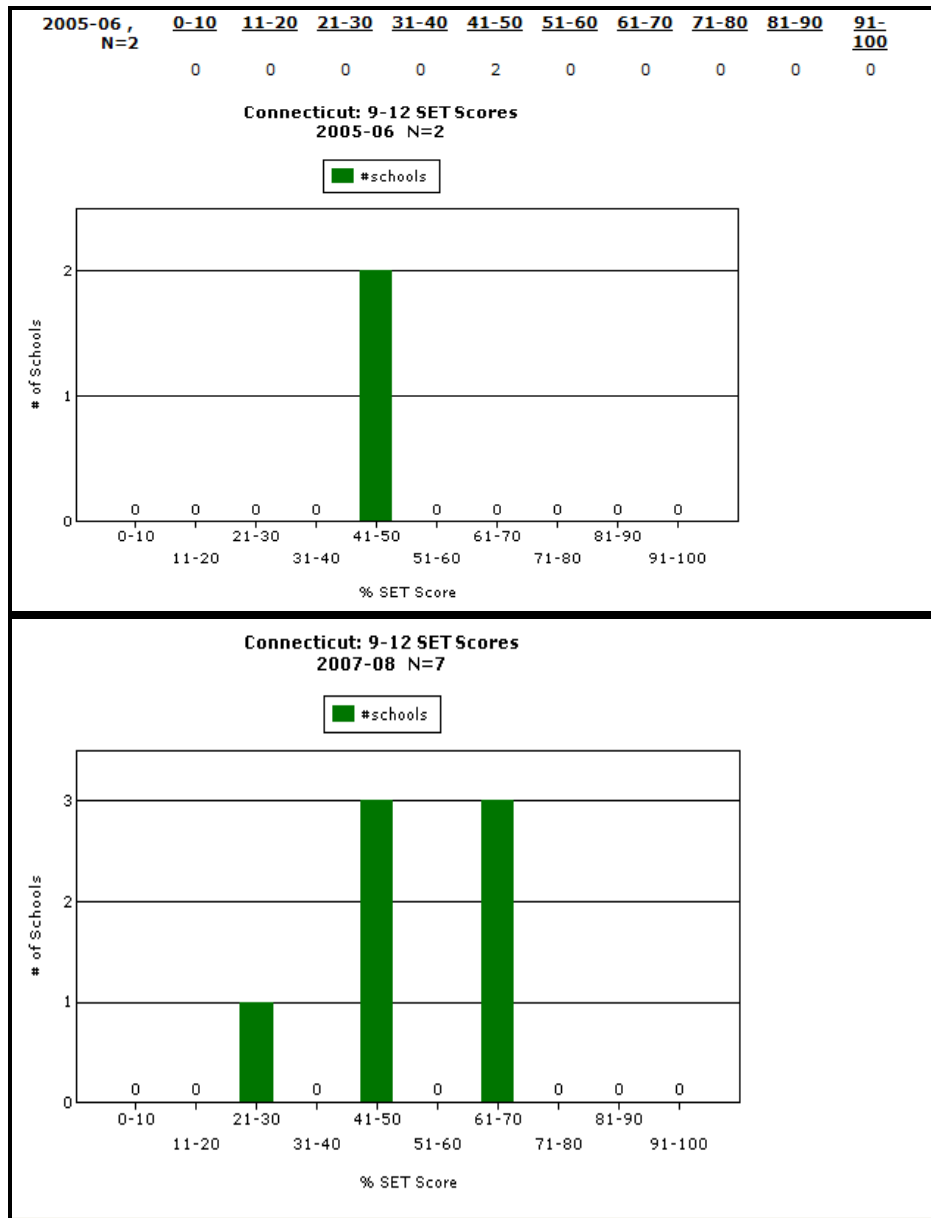
Updated 12.08

Source: www.pbseval.org

†Figure represents data only from schools using the SWIS system or PBS Surveys and is not representative of all PBS-trained schools.

Are Connecticut schools implementing School-wide PBS to criterion?

Appendix 2.3: School-wide Evaluation Tool (SET) Scores over Time, Grades 9-12[†]



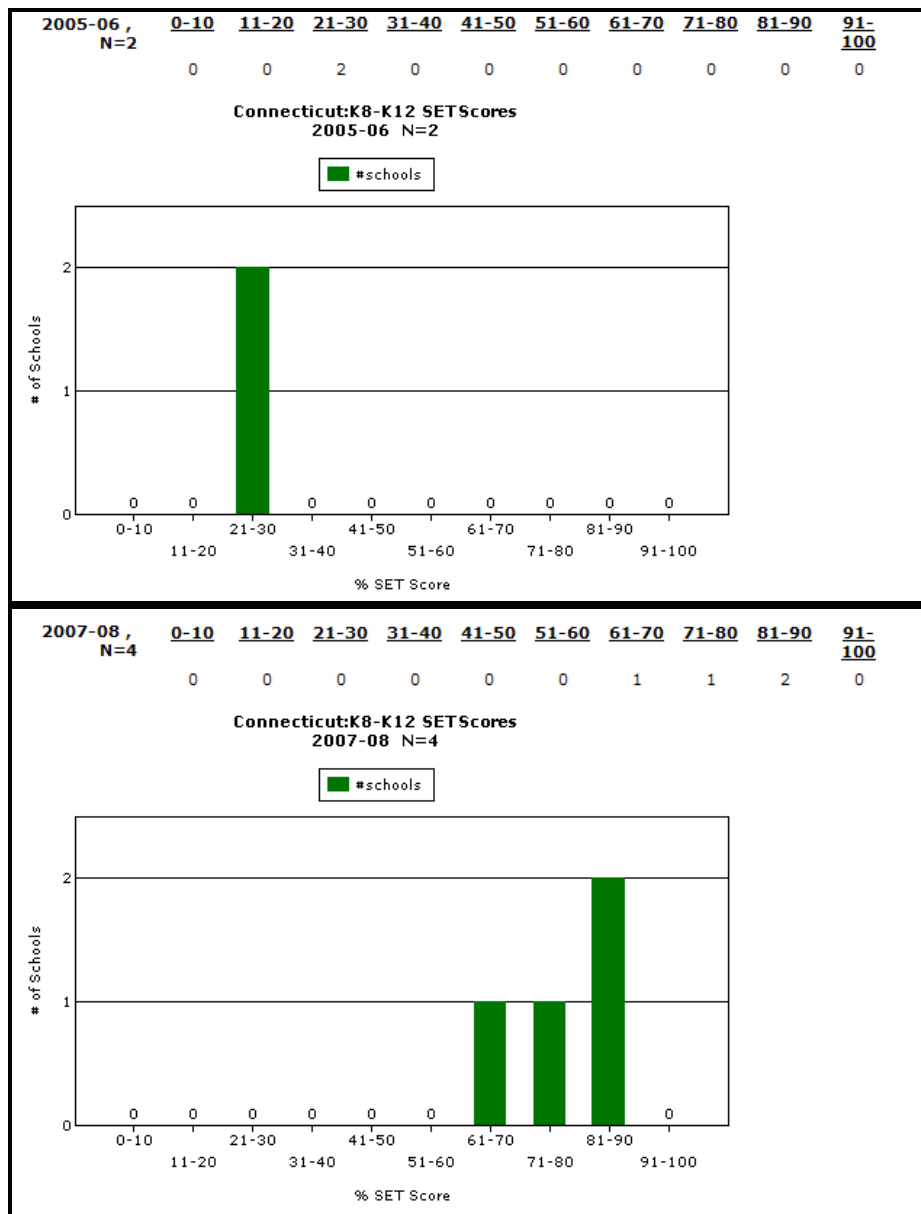
Updated 12.08

Source: www.pbseval.org

[†]Figure represents data only from schools using the SWIS system or PBS Surveys and is not representative of all PBS-trained schools.

Are Connecticut schools implementing School-wide PBS to criterion?

Appendix 2.4: School-wide Evaluation Tool (SET) Scores over Time, Grades K8-K12[†]



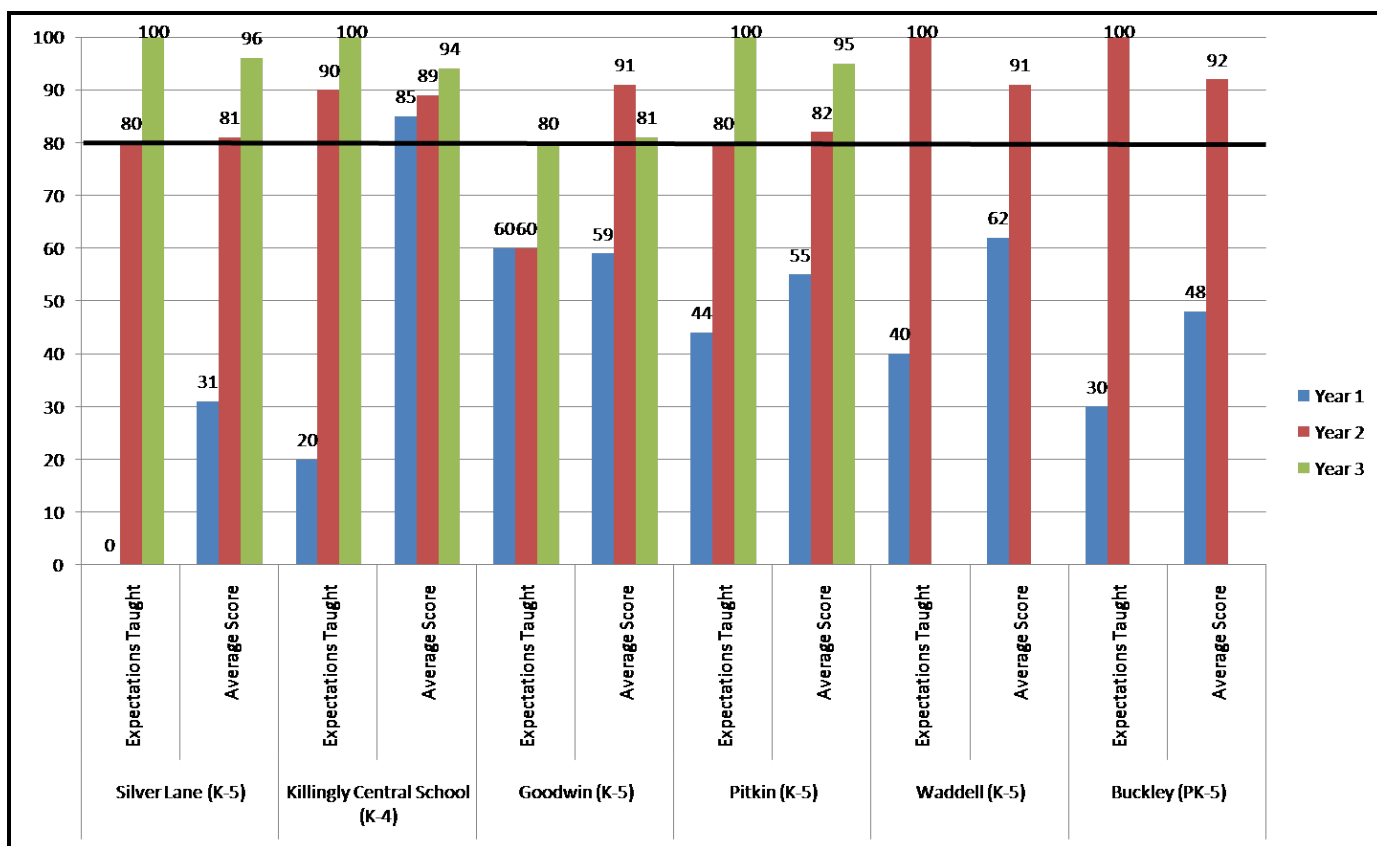
Updated 12.08

Source: www.pbseval.org

[†]Figure represents data only from schools using the SWIS system or PBS Surveys and is not representative of all PBS-trained schools.

Are Connecticut schools sustaining implementation of School-wide PBS with fidelity?

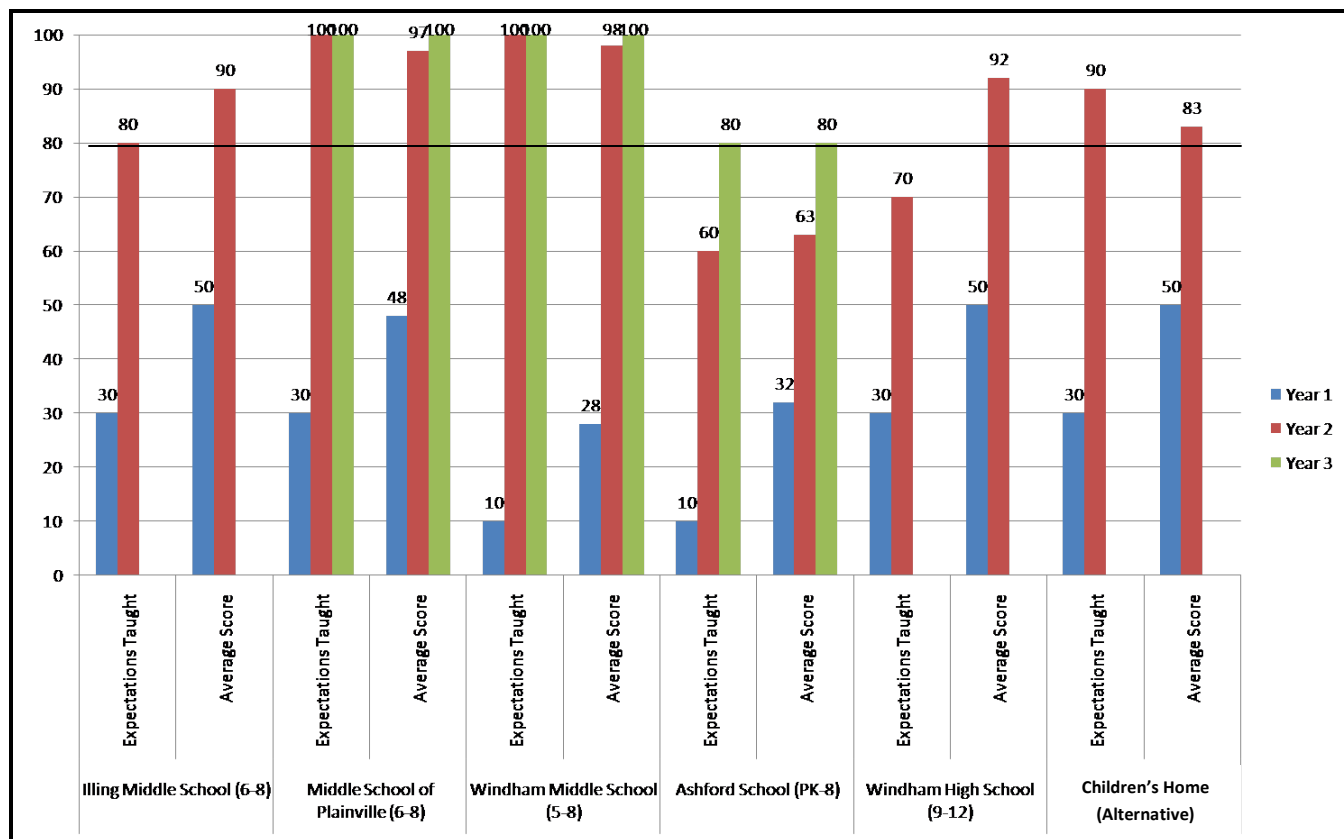
Appendix 3.1: School-wide PBS Implementation over 3 Years – Elementary School SET Scores[^]



[^]A score of 80/80 (80 for Expectations Taught and 80 for Overall Average) is considered implementing with fidelity (Sprague & Walker, 2005).

Are Connecticut schools sustaining implementation of School-wide PBS with fidelity?

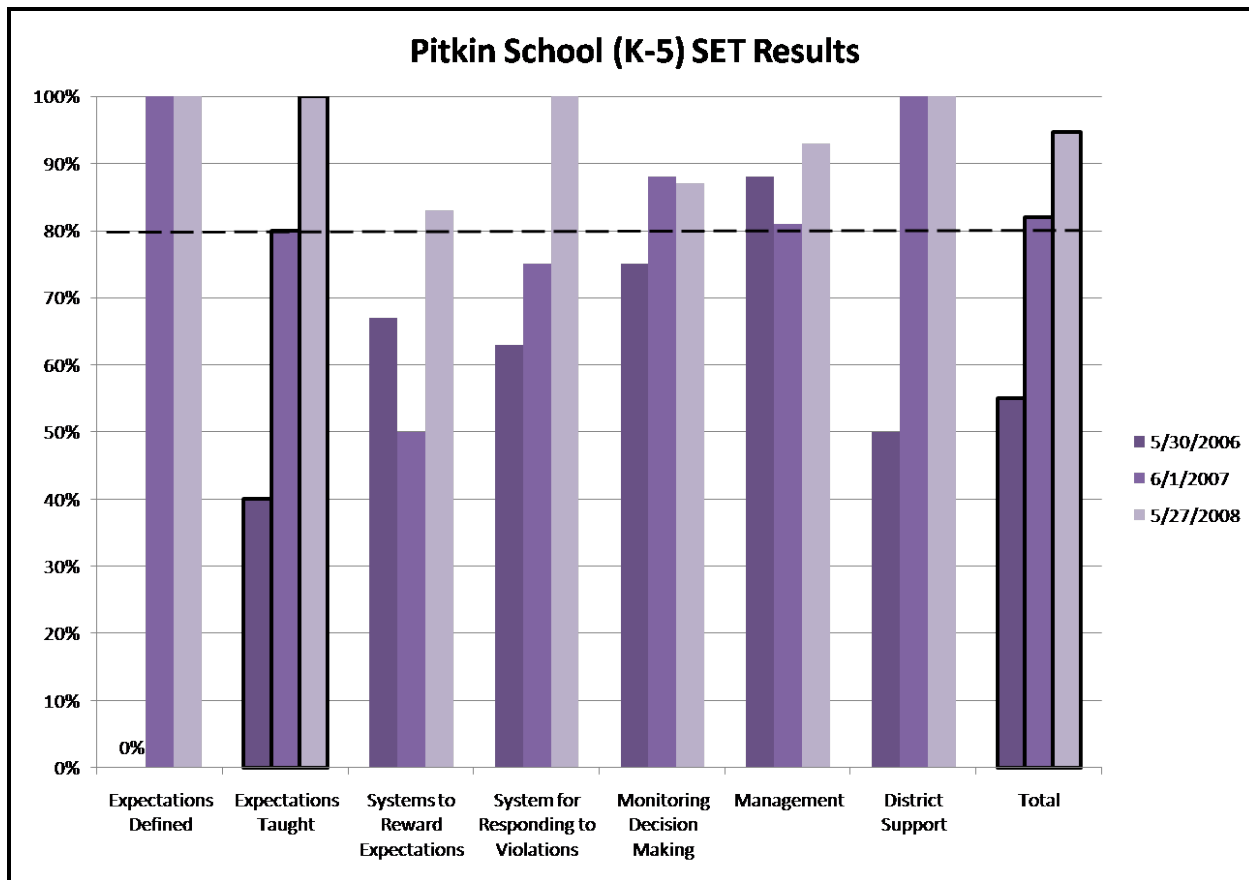
Appendix 3.2: School-wide PBS Implementation over 3 Years – Middle/High/Alternative School SET Scores[^]



[^]A score of 80/80 (80 for Expectations Taught and 80 for Overall Average) is considered implementing with fidelity (Sprague & Walker, 2005).

Are Connecticut schools sustaining implementation of School-wide PBS with fidelity?

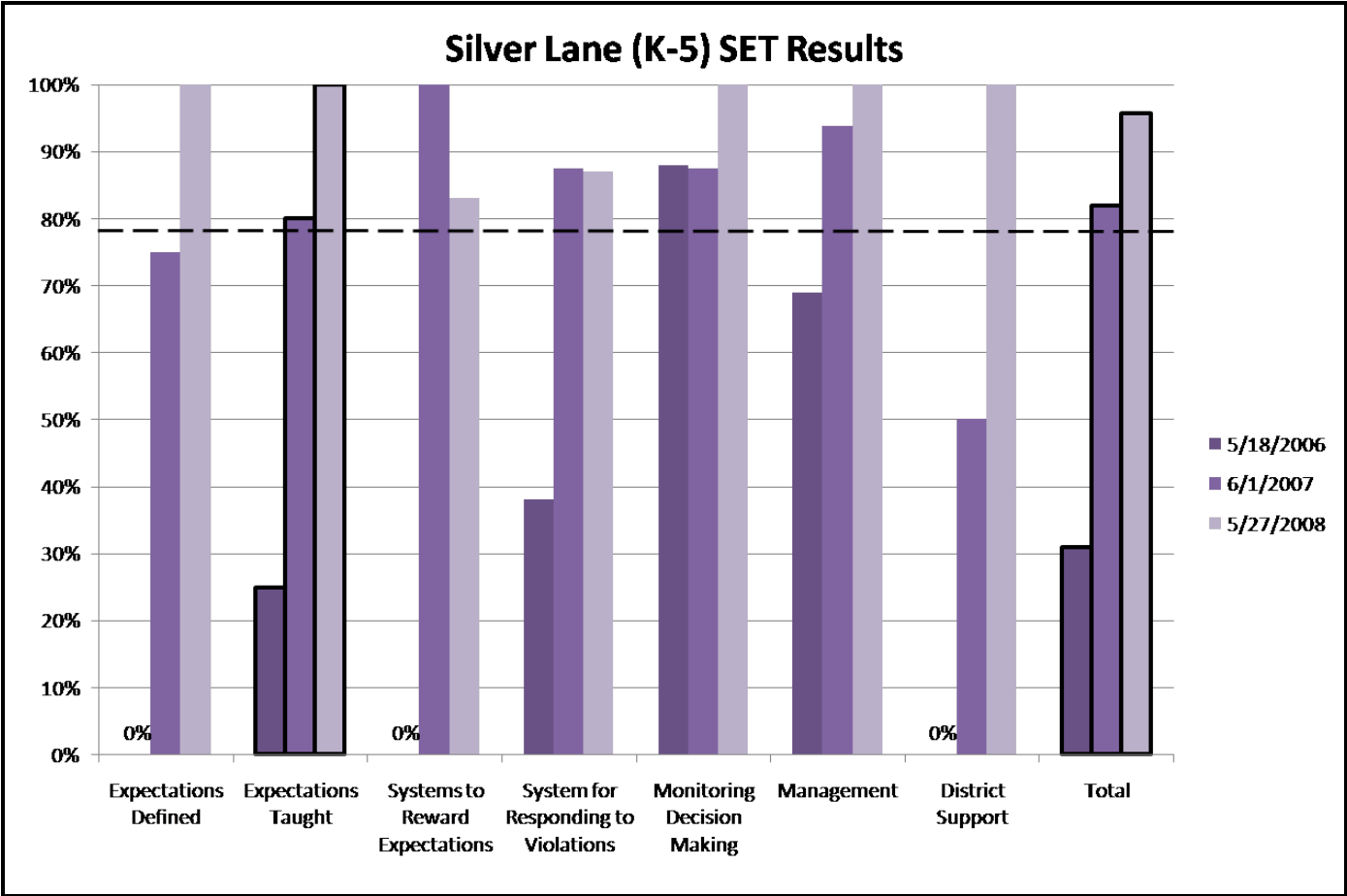
Appendix 3.3: School-wide PBS Implementation over 3 Years – Pitkin School, East Hartford, SET Results[^]



[^]A score of 80/80 (80 for Expectations Taught and 80 for Overall Average) is considered implementing with fidelity (Sprague & Walker, 2005).

Are Connecticut schools sustaining implementation of School-wide PBS with fidelity?

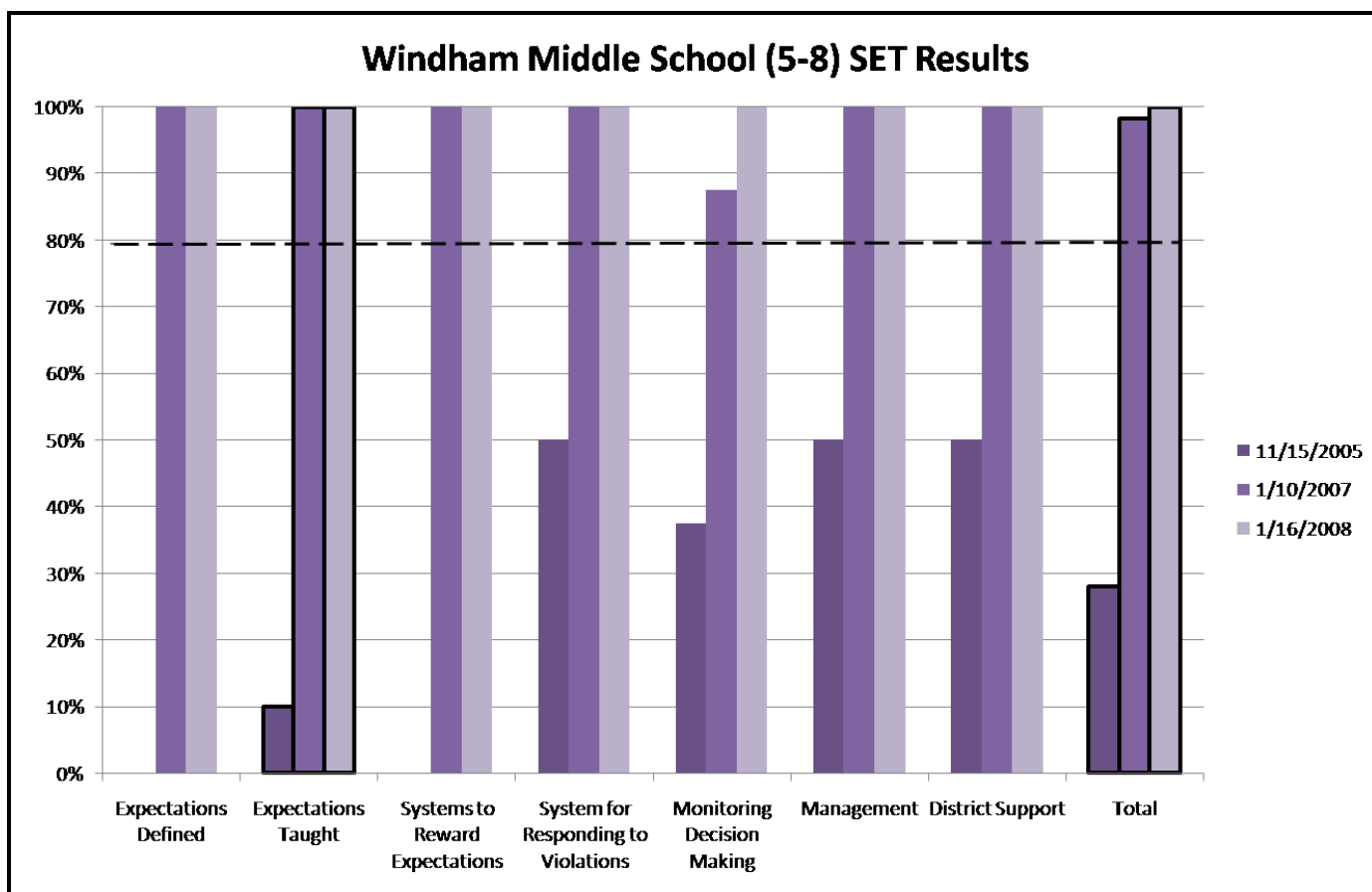
Appendix 3.4: School-wide PBS Implementation over 3 Years – Silver Lane School, East Hartford, SET Results^



^A score of 80/80 (80 for Expectations Taught and 80 for Overall Average) is considered implementing with fidelity (Sprague & Walker, 2005).

Are Connecticut schools sustaining implementation of School-wide PBS with fidelity?

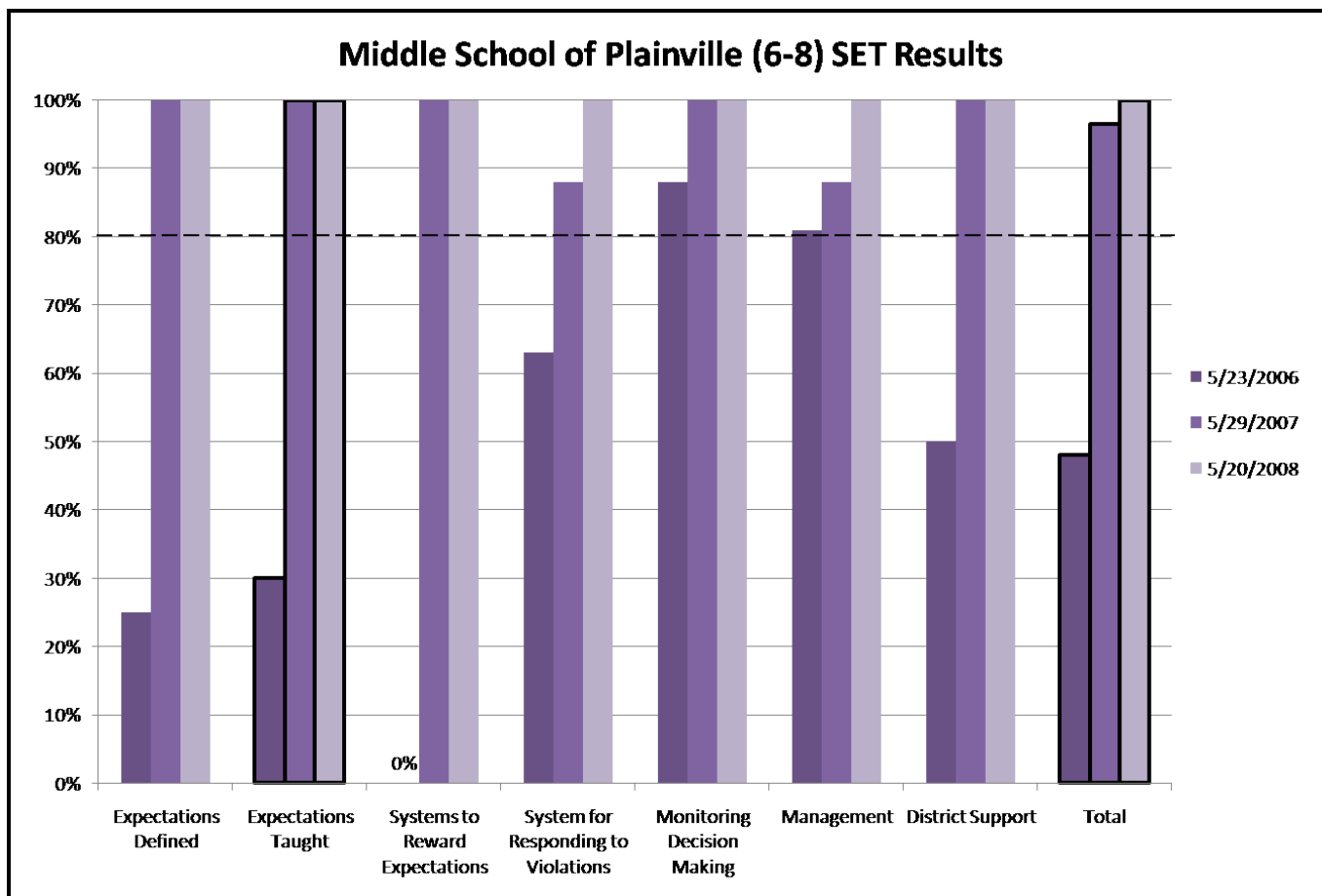
Appendix 3.5: SW-PBS Implementation over 3 Years – Windham Middle School, Windham, SET Results[^]



[^]A score of 80/80 (80 for Expectations Taught and 80 for Overall Average) is considered implementing with fidelity (Sprague & Walker, 2005).

Are Connecticut schools sustaining implementation of School-wide Positive Behavior Support with fidelity?

Appendix 3.6: School-wide PBS Implementation over 3 Years – Middle School of Plainville, Plainville, SET Results^

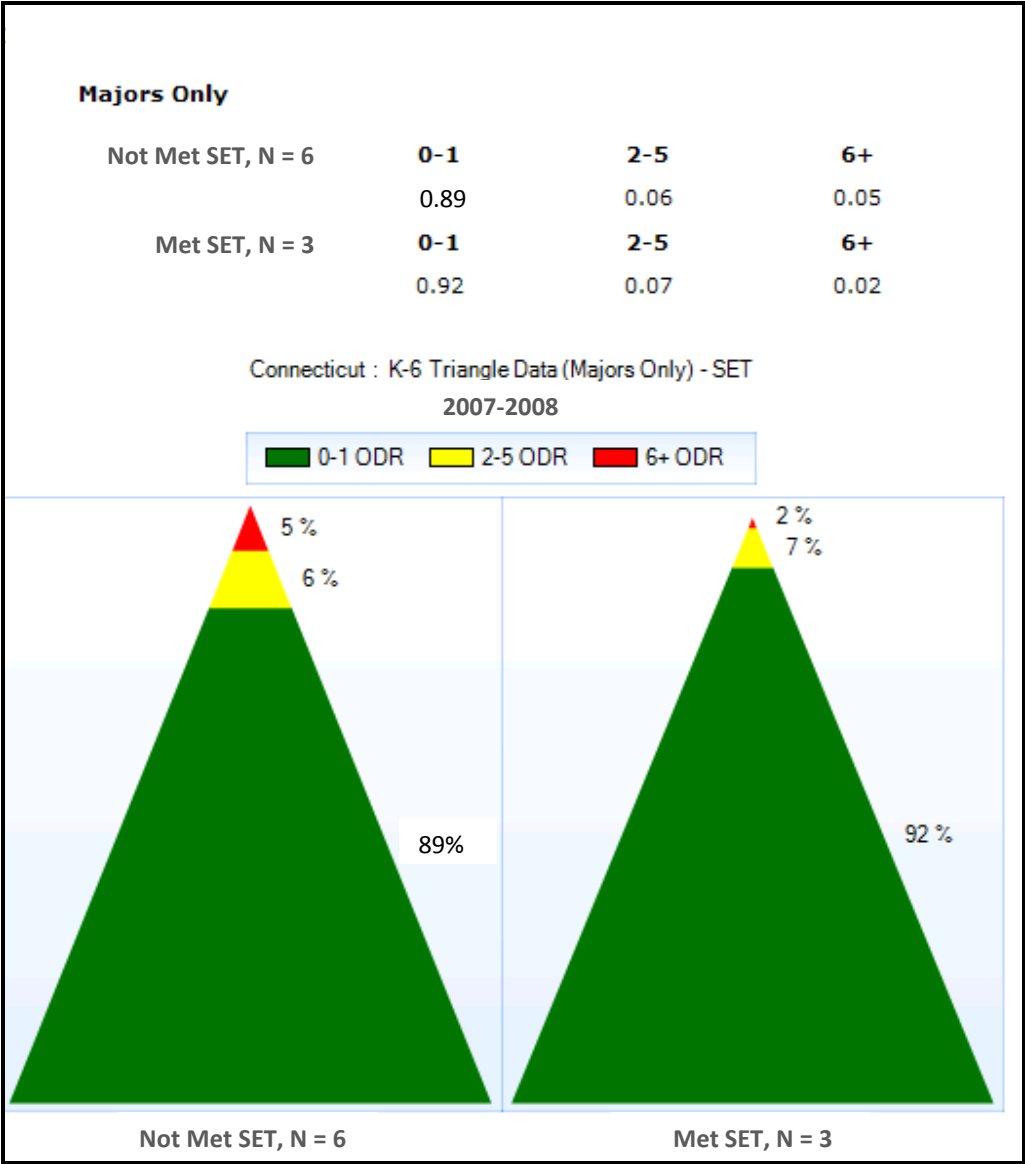


^A score of 80/80 (80 for Expectations Taught and 80 for Overall Average) is considered implementing with fidelity (Sprague & Walker, 2005).

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.1A: Office Discipline Referral Rates, K-6

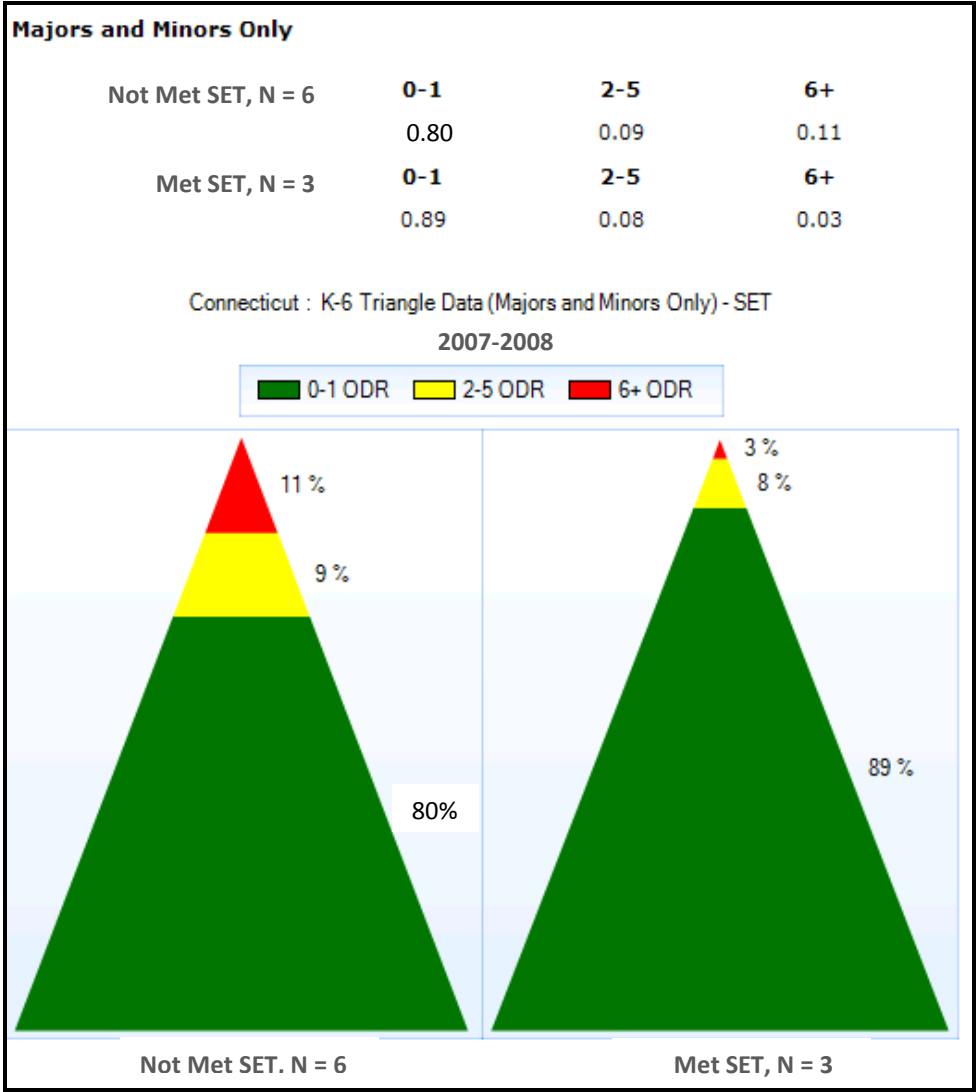
Schools Implementing School-wide PBS to Criterion versus Schools that Have Not Met SET 2007-2008^{^†}



Updated 12.08
 Source: www.pbseval.org
[^]A score of 80/80 (80 for Expectations Taught and 80 for Overall Average) is considered implementing with fidelity (Sprague & Walker, 2005).
[†]Figure represents data only from schools using the SWIS system or PBS Surveys and is not representative of all PBS-trained schools.

Is School-wide PBS resulting in positive outcomes for Connecticut students?

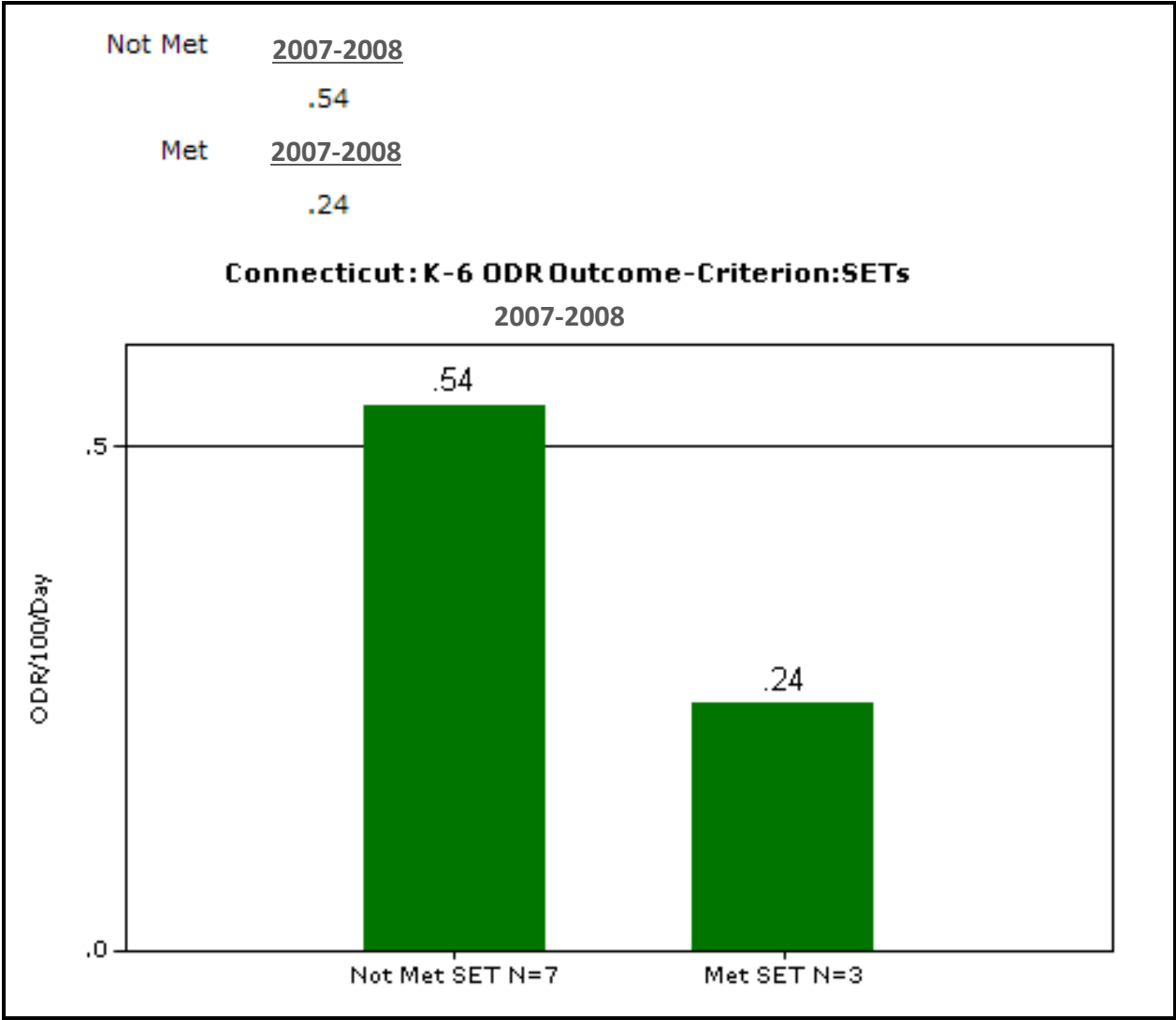
Appendix 4.1B: Office Discipline Referral Rates, K-6, Major and Minor Offenses
 Schools Implementing School-wide PBS to Criterion versus Schools that Have Not Met SET 2007-2008^{^†}



Updated 12.08
Source: www.pbseval.org
[^]A score of 80/80 (80 for Expectations Taught and 80 for Overall Average) is considered implementing with fidelity (Sprague & Walker, 2005).
[†]Figure represents data only from schools using the SWIS system or PBS Surveys and is not representative of all PBS-trained schools.

Is School-wide PBS resulting in positive outcomes for Connecticut students?

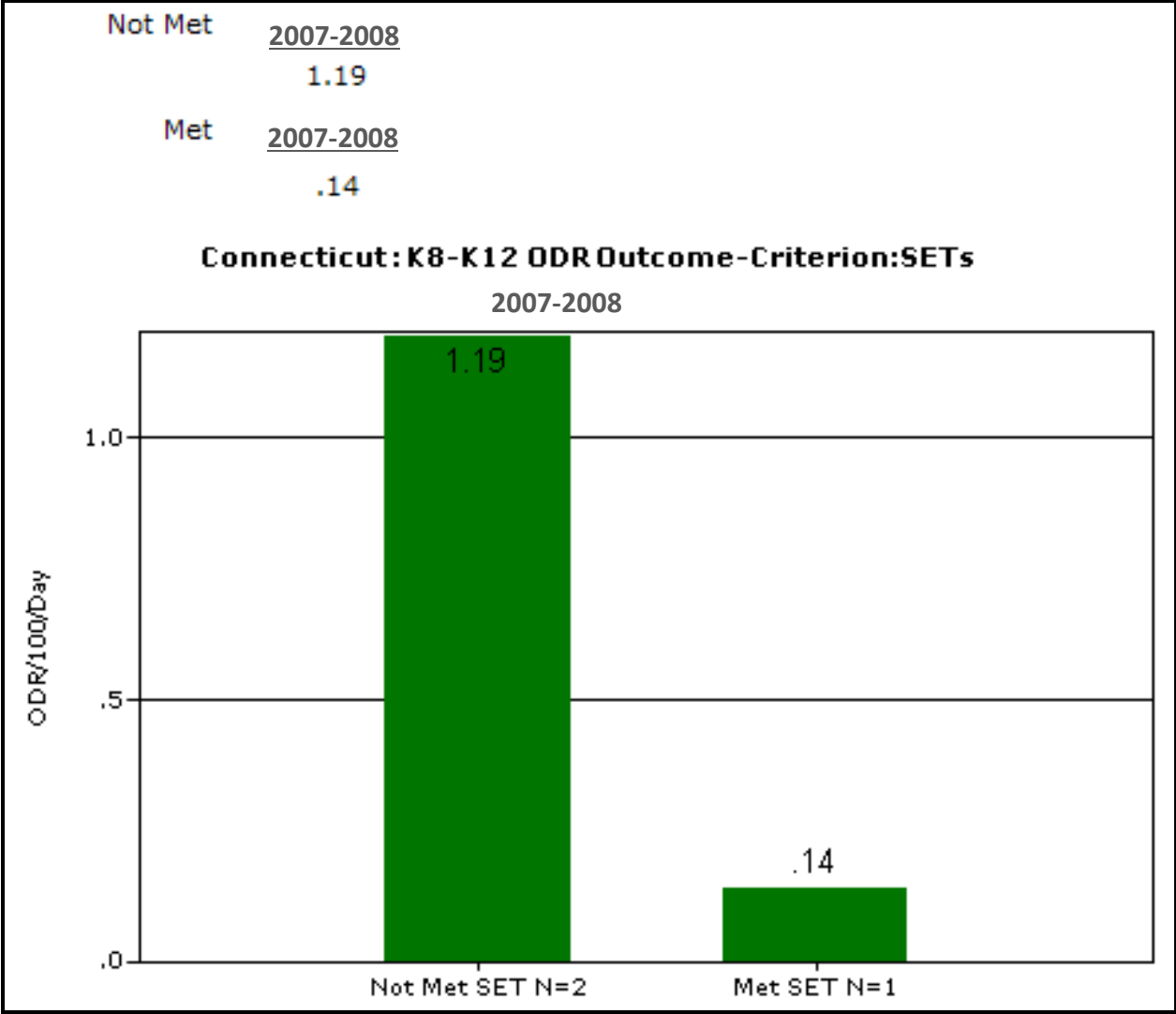
Appendix 4.1C: Office Discipline Referrals Per 100 Students Per Day, K-6
Schools Implementing School-wide PBS to Criterion versus Schools that Have Not Met SET 2007-2008^{^†}



Updated 12.08
Source: www.pbseval.org
[^]A score of 80/80 (80 for Expectations Taught and 80 for Overall Average) is considered implementing with fidelity (Sprague & Walker, 2005).
[†]Figure represents data only from schools using the SWIS system or PBS Surveys and is not representative of all PBS-trained schools.

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.1D: Office Discipline Referrals Per 100 Students Per Day, K8-K12
Schools Implementing School-wide PBS to Criterion versus Schools that Have Not Met SET 2007-2008^{^†}

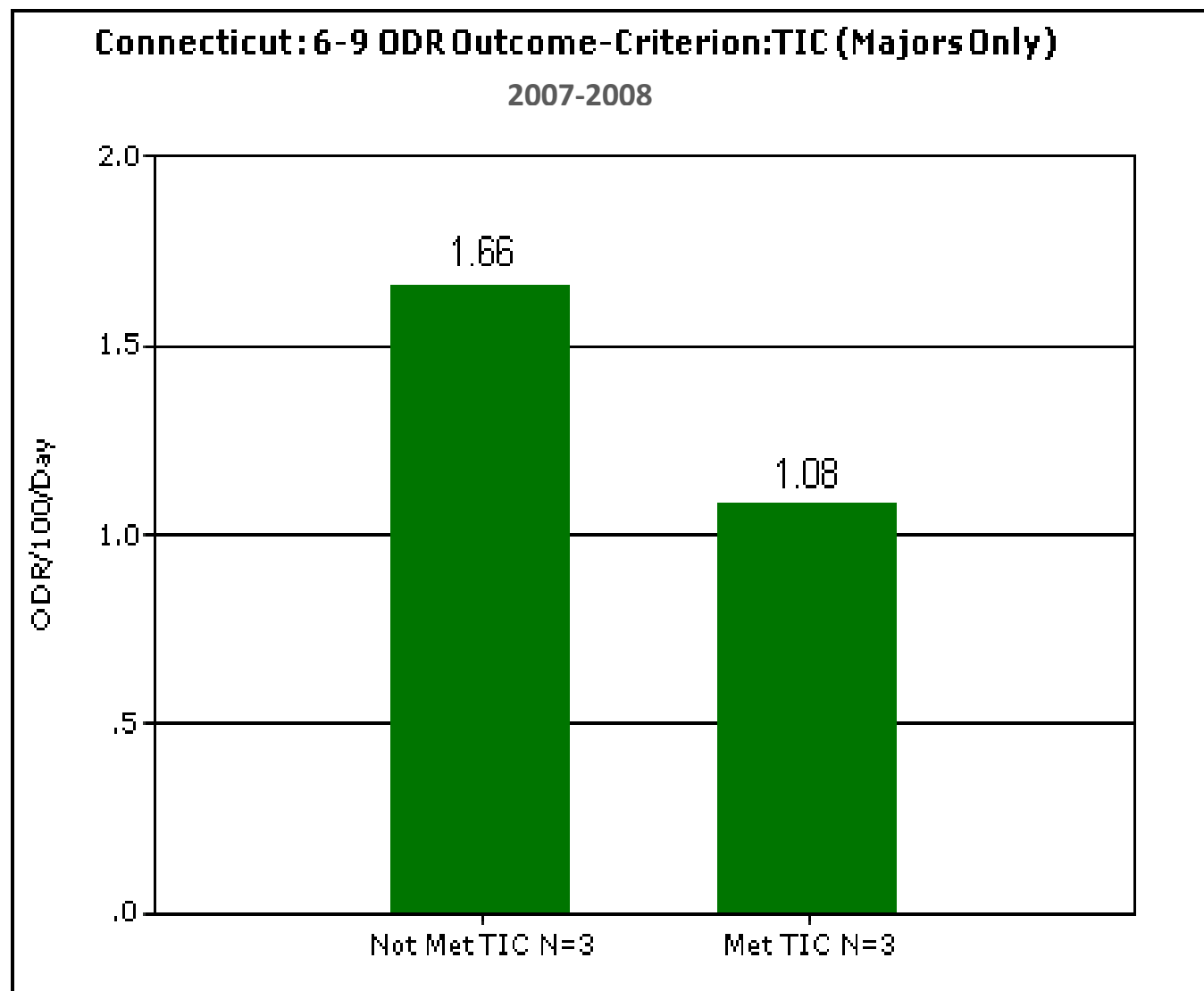


Updated 12.08
Source: www.pbseval.org
[^]A score of 80/80 (80 for Expectations Taught and 80 for Overall Average) is considered implementing with fidelity (Sprague & Walker, 2005).
[†]Figure represents data only from schools using the SWIS system or PBS Surveys and is not representative of all PBS-trained schools.

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.1E: Office Discipline Referrals Per 100 Students Per Day, 6-9

Schools Implementing School-wide PBS to Criterion versus Schools that Have Not Met TIC 2007-2008[†]



Updated 12.08

Source: www.pbseval.org

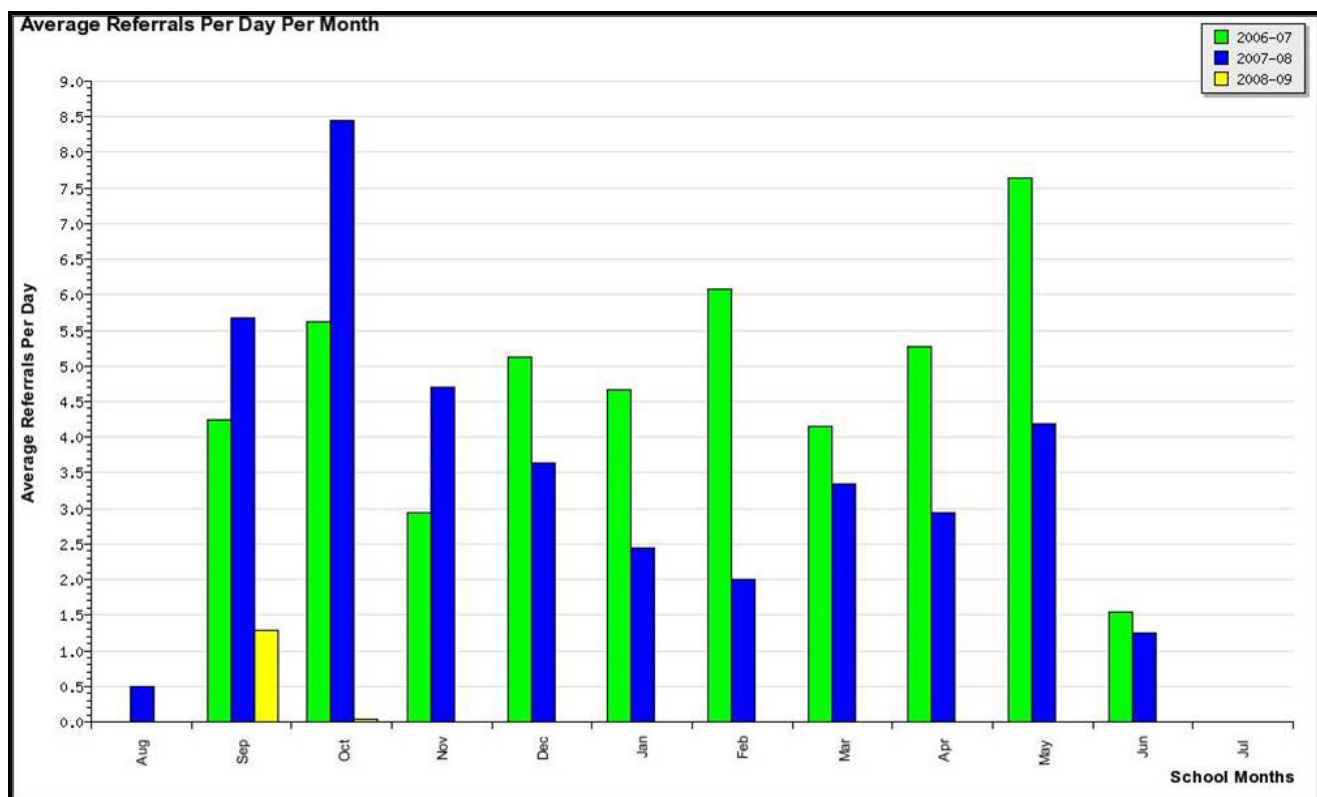
[^]Schools scoring 80% on the Team Implementation Checklist (TIC) are considered to have "Met TIC".

[†]Figure represents data only from schools using the SWIS system or PBS Surveys and is not representative of all PBS-trained schools.

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.1F: Average Office Discipline Referrals Per Day Per Month

Hockanum School (Elementary), East Hartford, 2006-2008

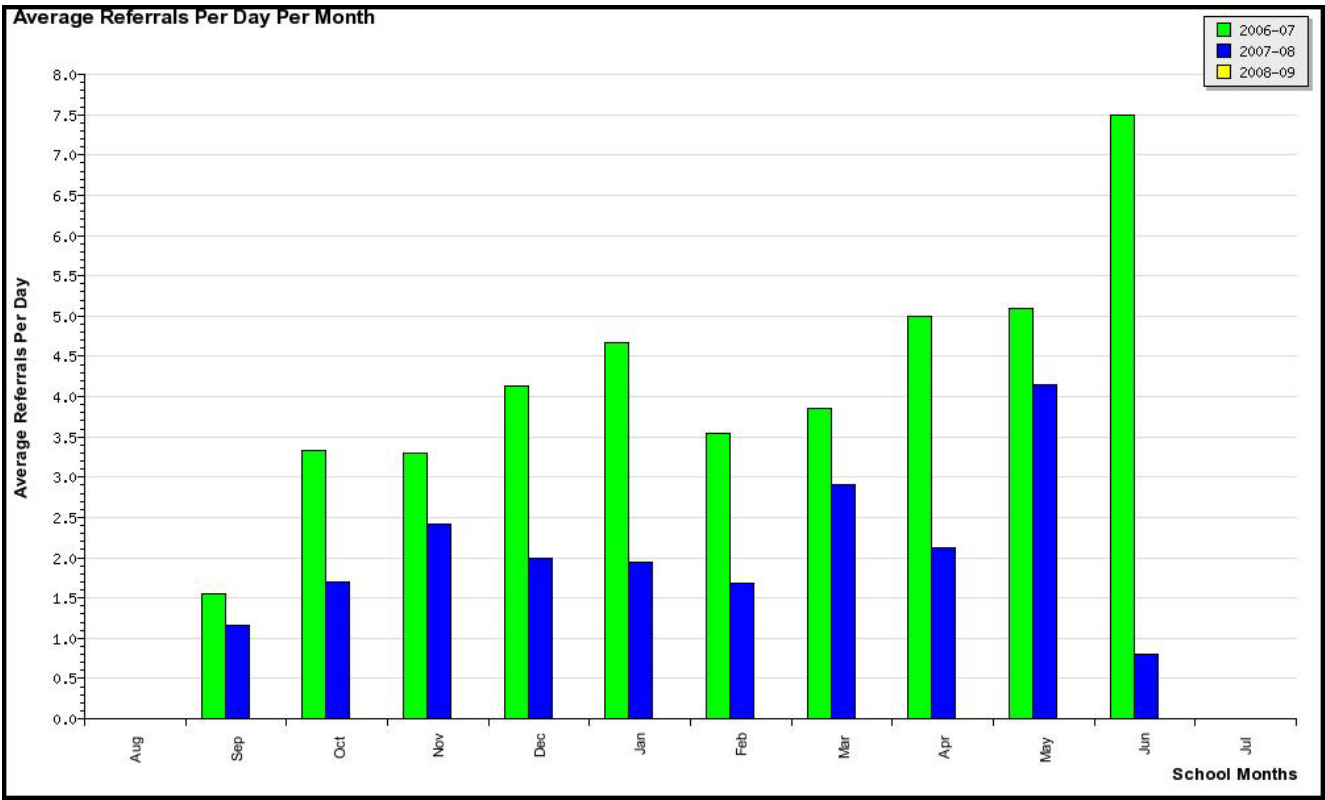


Updated 12.08

Source: www.swis.org

Is School-wide PBS resulting in positive outcomes for Connecticut students?

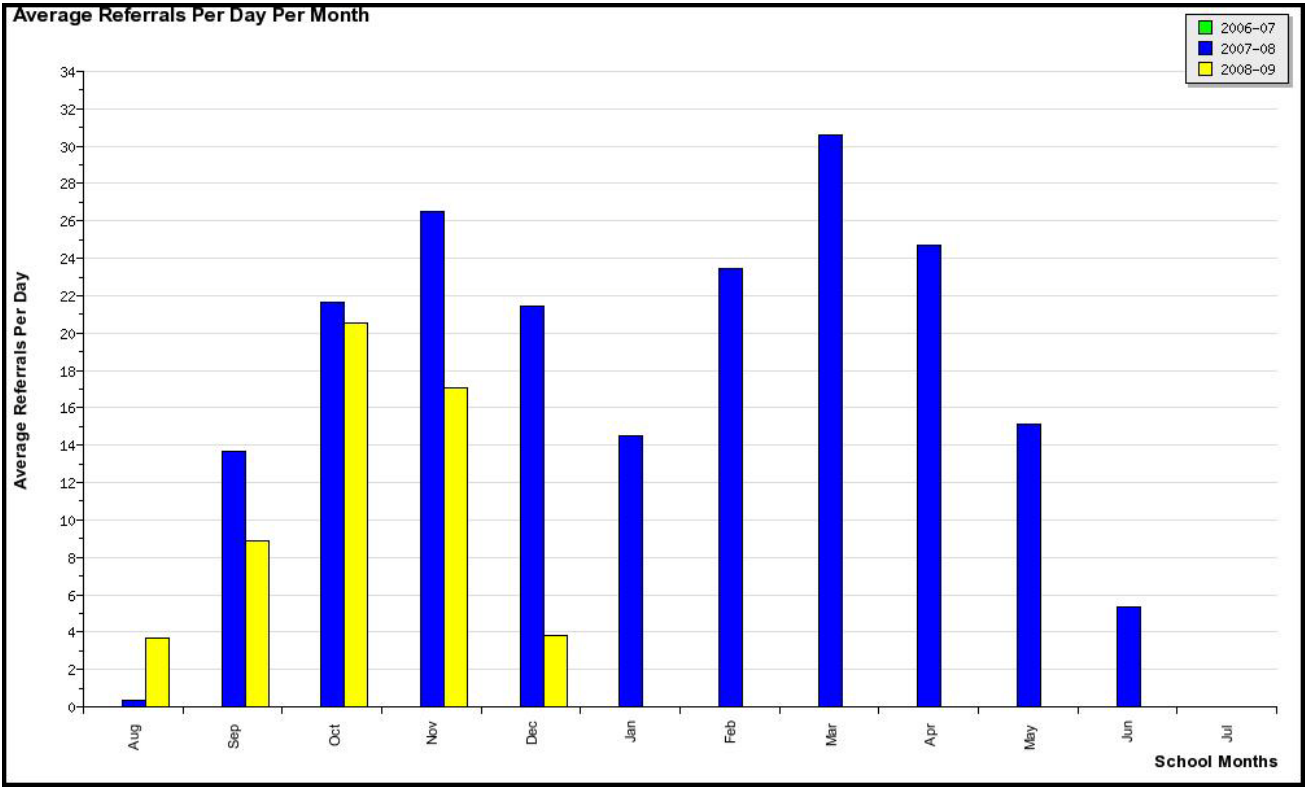
Appendix 4.1G: Average Office Discipline Referrals Per Day Per Month
O'Brien School (Elementary), East Hartford, 2006-2008



Updated 12.08
Source: www.swis.org

Is School-wide PBS resulting in positive outcomes for Connecticut students?

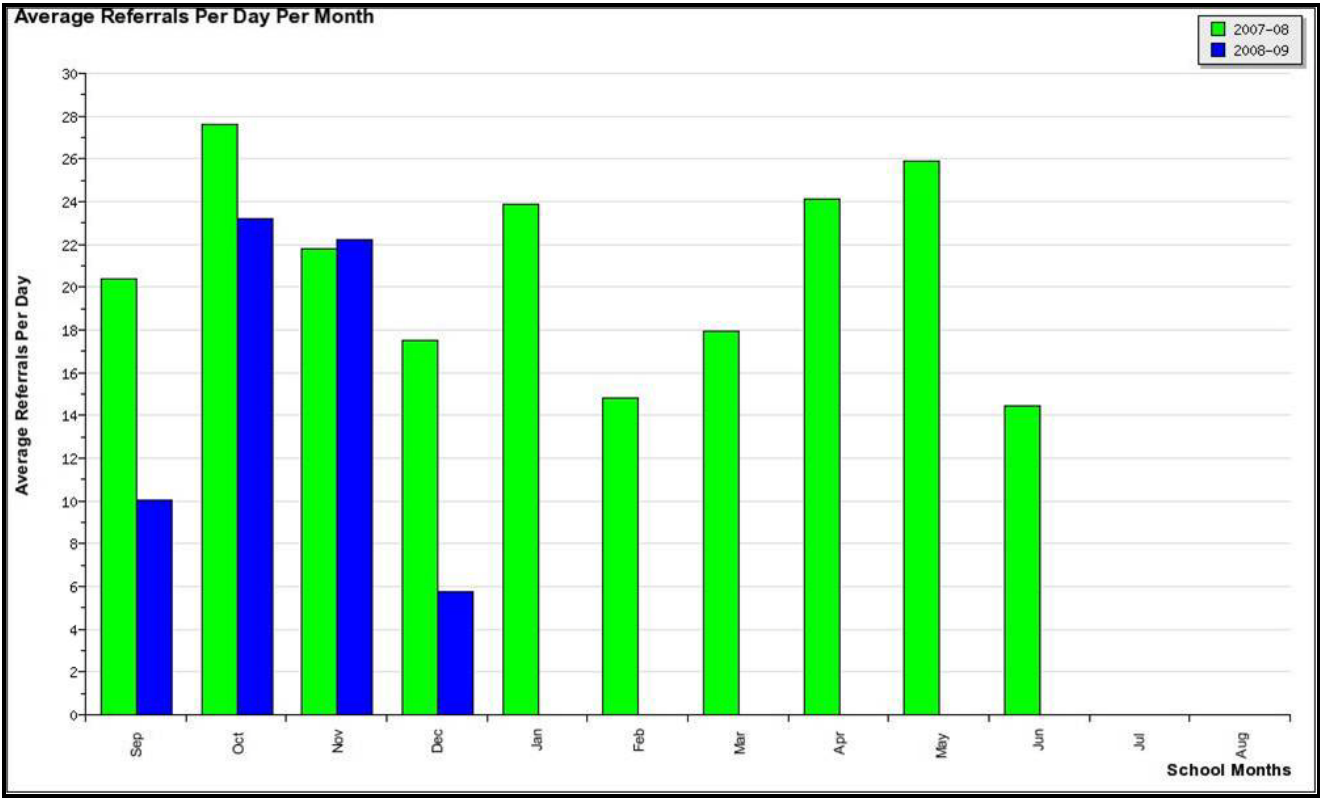
Appendix 4.1H: Average Office Discipline Referrals Per Day Per Month
Carmen Arace Intermediate School (Elementary/Middle), Bloomfield, 2007-2008



Updated 12.08
Source: www.swis.org

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.1I: Average Office Discipline Referrals Per Day Per Month
The Learning Center (Alternative School), Cromwell, 2007-2008

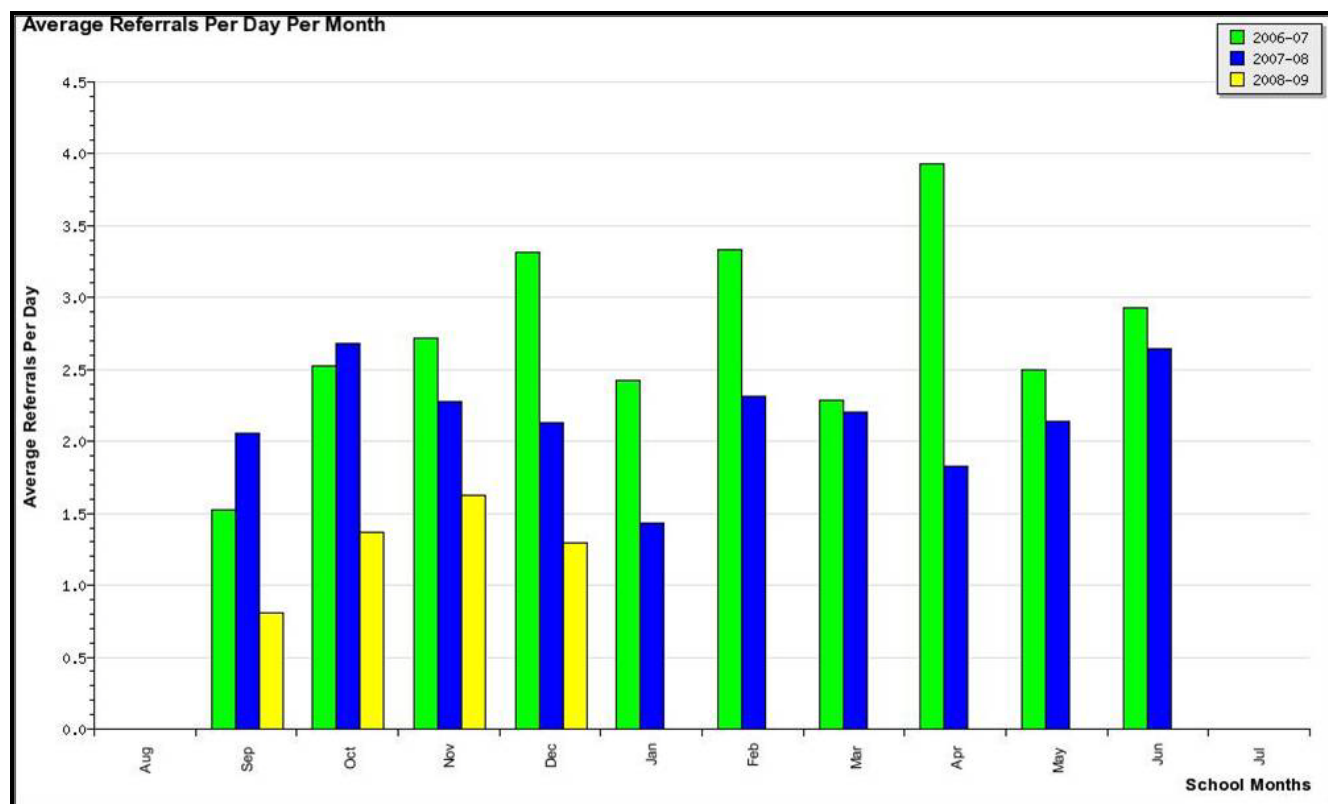


Updated 12.08
Source: www.swis.org

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.1J: Average Office Discipline Referrals Per Day Per Month

Waddell School (Elementary), Manchester, 2006-2008

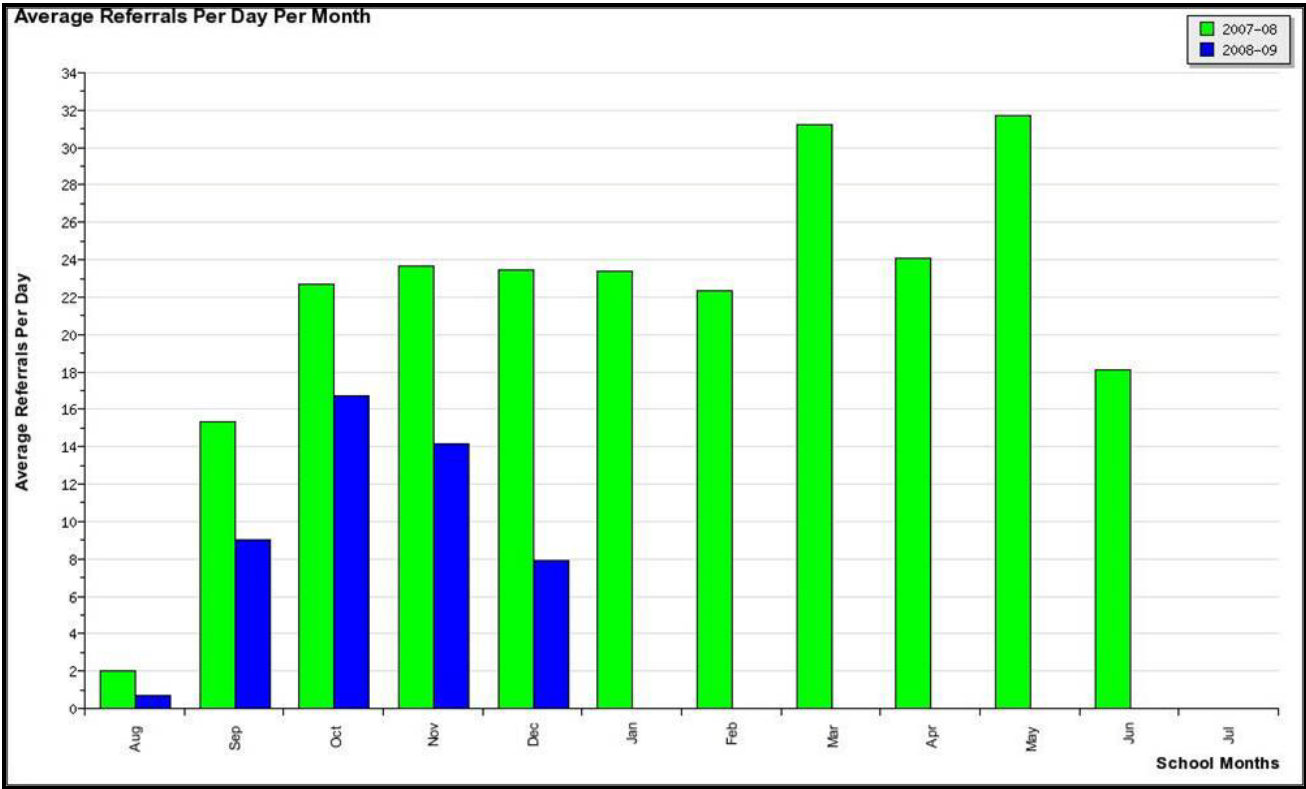


Updated 12.08

Source: www.swis.org

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.1K: Average Office Discipline Referrals Per Day Per Month
Windham Middle School (Middle), Windham, 2007-2008

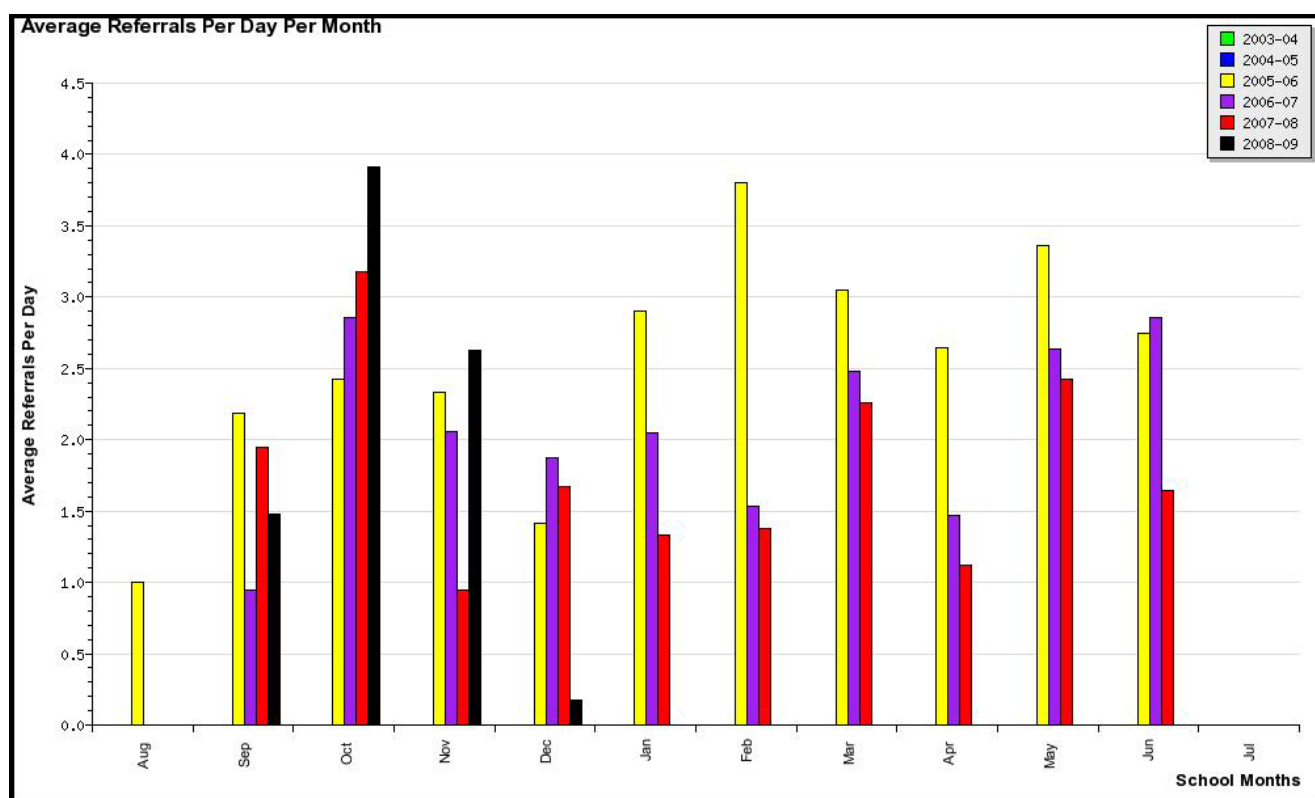


Updated 12.08
Source: www.swis.org

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.1L: Average Office Discipline Referrals Per Day Per Month

Colchester Elementary School (Elementary), Colchester, 2005-2008*



Updated 12.08

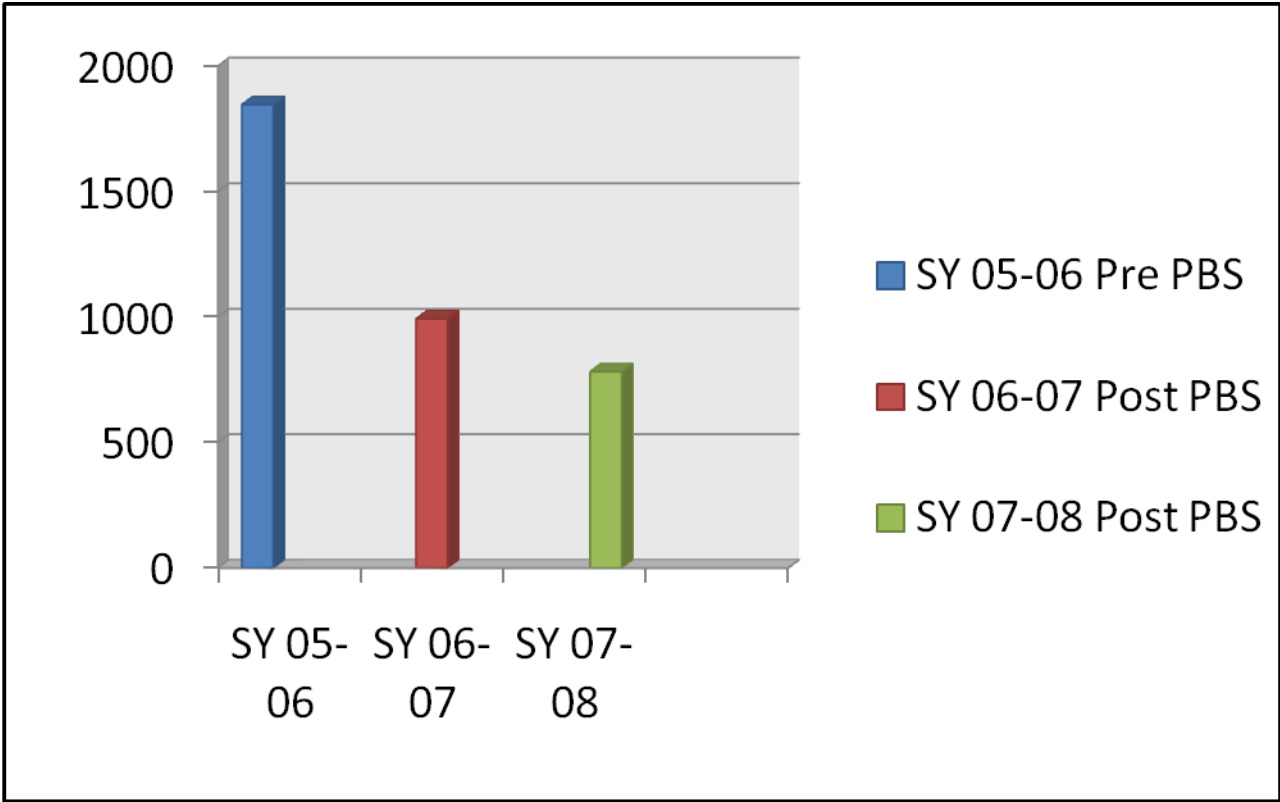
Source: www.swis.org

* New Assistant Principal September 2008

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.1M: Total Office Discipline Referrals Per Year

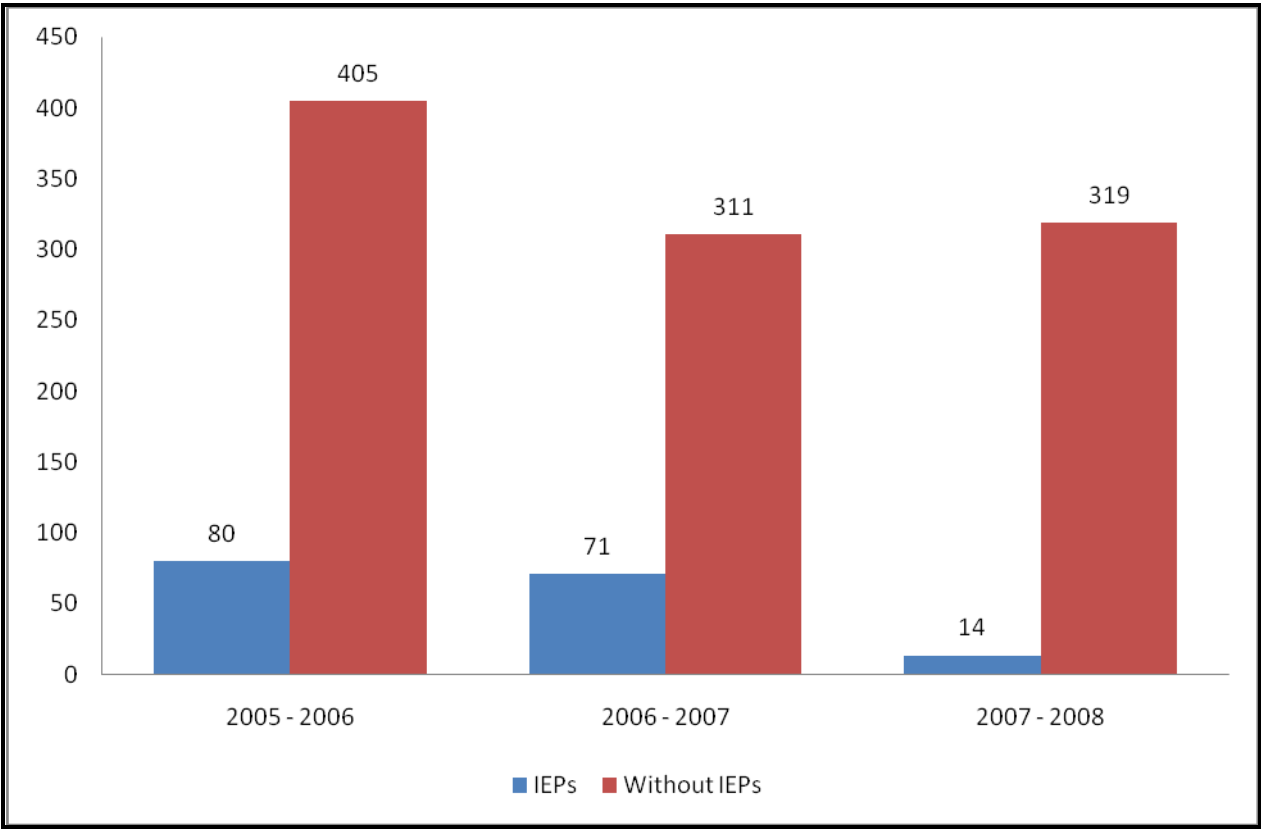
Middle School of Plainville (Middle), Plainville, 2005 – 2008



Source: Middle School of Plainville

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.1N: Annual Office Discipline Referrals – Students with and without IEPs
Colchester Elementary School (Elementary), Colchester, 2005 – 2008

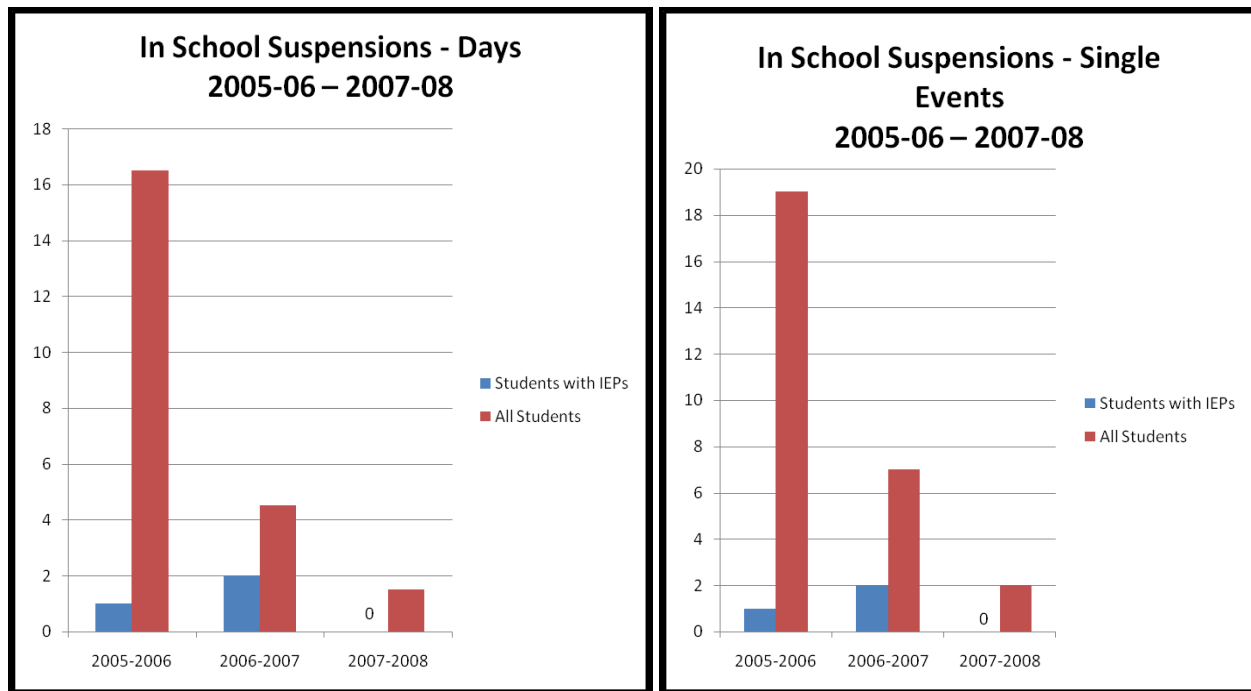


Updated 12.08
Source: www.swis.org

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.2A: In School Suspensions – Students with and without IEPs

Colchester Elementary School (Elementary), Colchester, 2005 – 2008



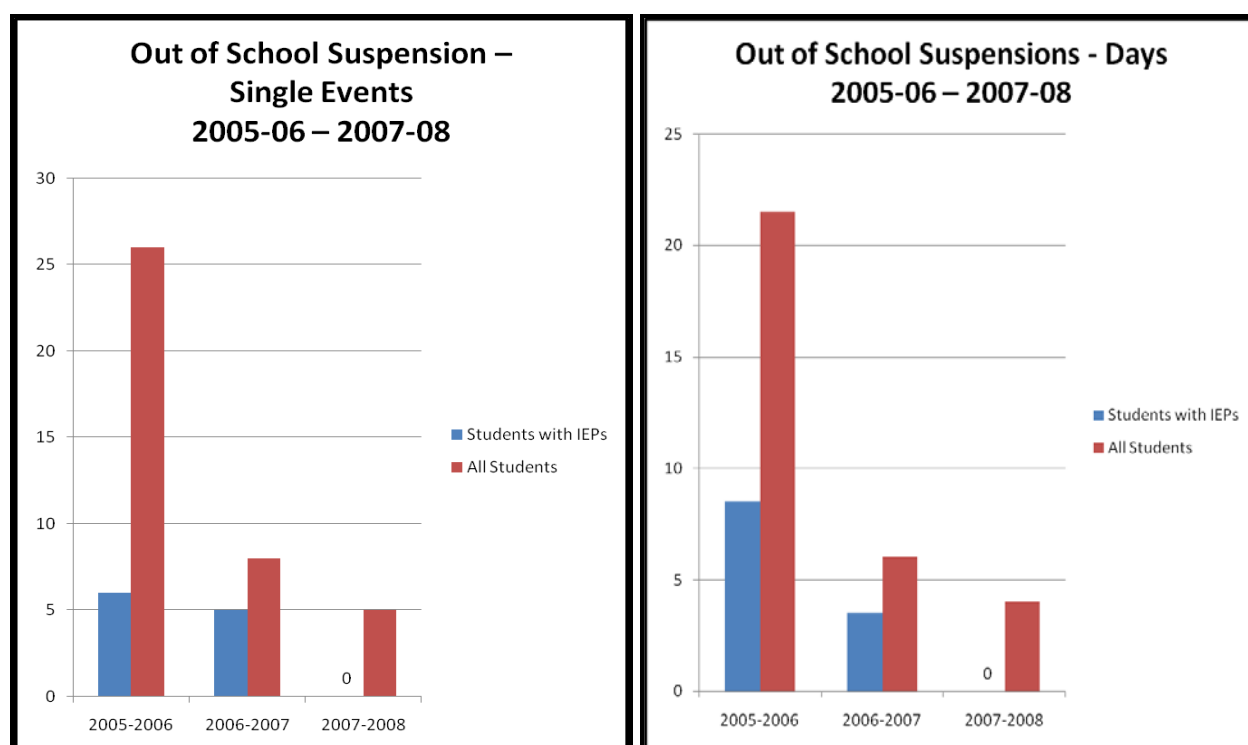
Updated 12.08

Source: www.swis.org

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.2B: Out of School Suspensions – Students with and without IEPs

Colchester Elementary School (Elementary), Colchester, 2005 – 2008



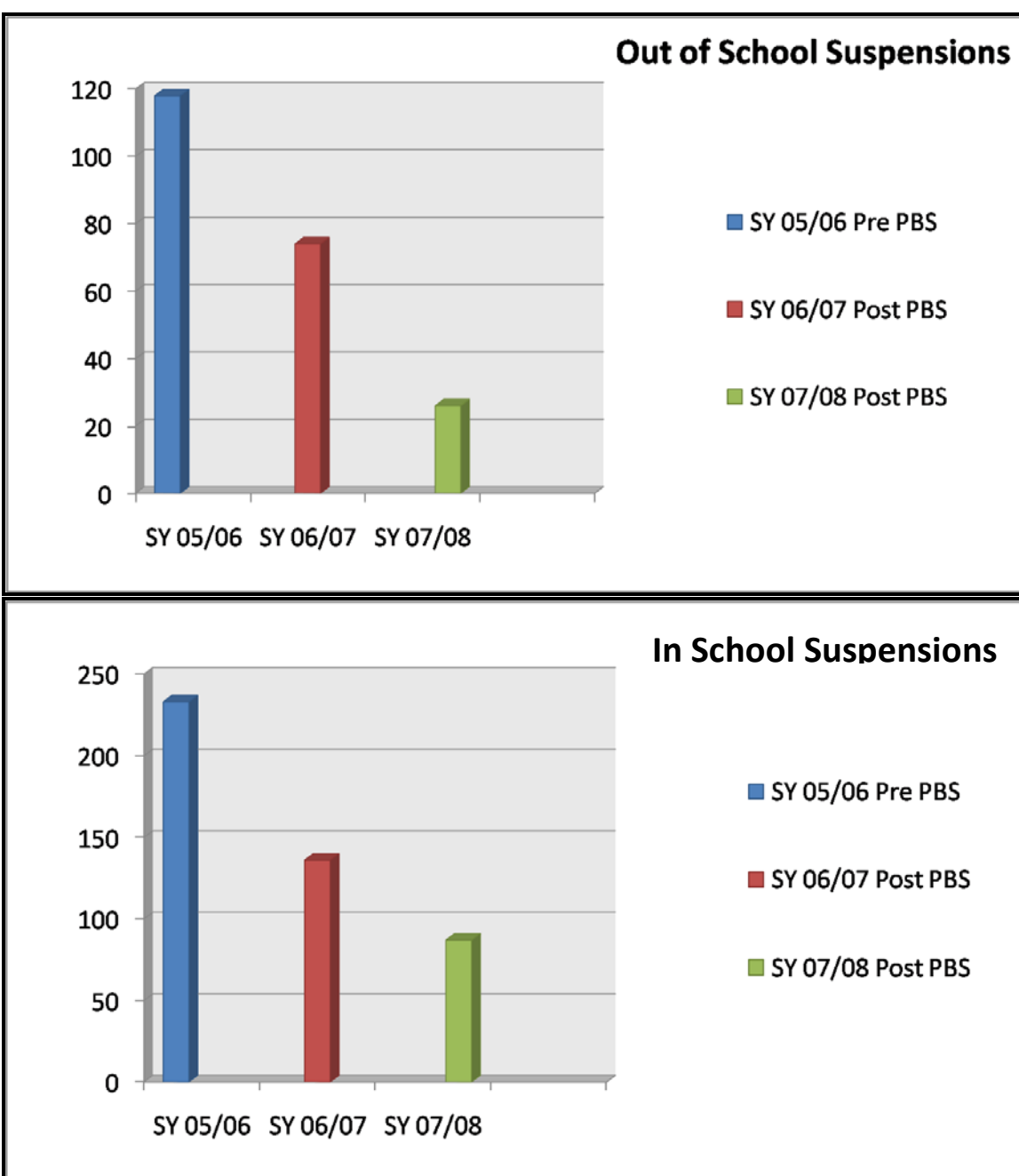
Updated 12.08

Source: www.swis.org

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.2C: In School and Out of School Suspensions

Middle School of Plainville (Middle), Plainville, 2005 – 2008

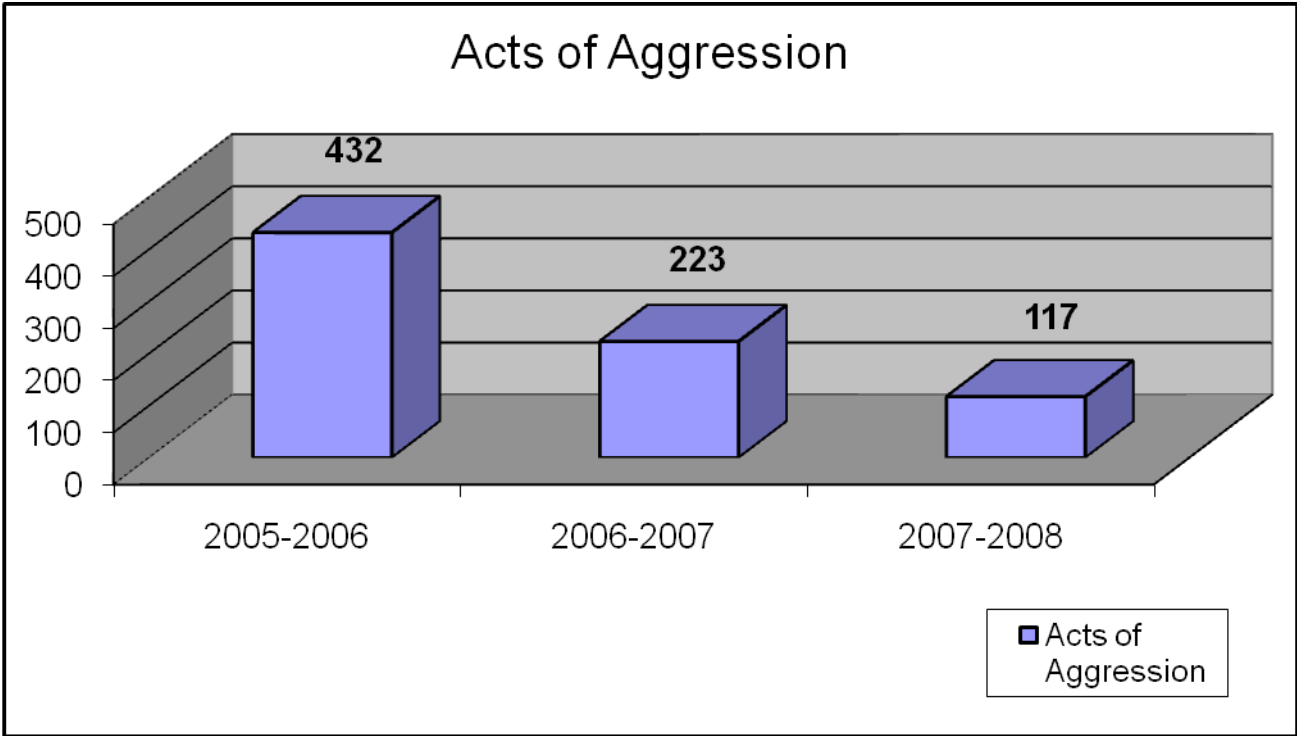


Source: Middle School of Plainville

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.2D: Acts of Aggression

Middle School of Plainville (Middle), Plainville, 2005 – 2008

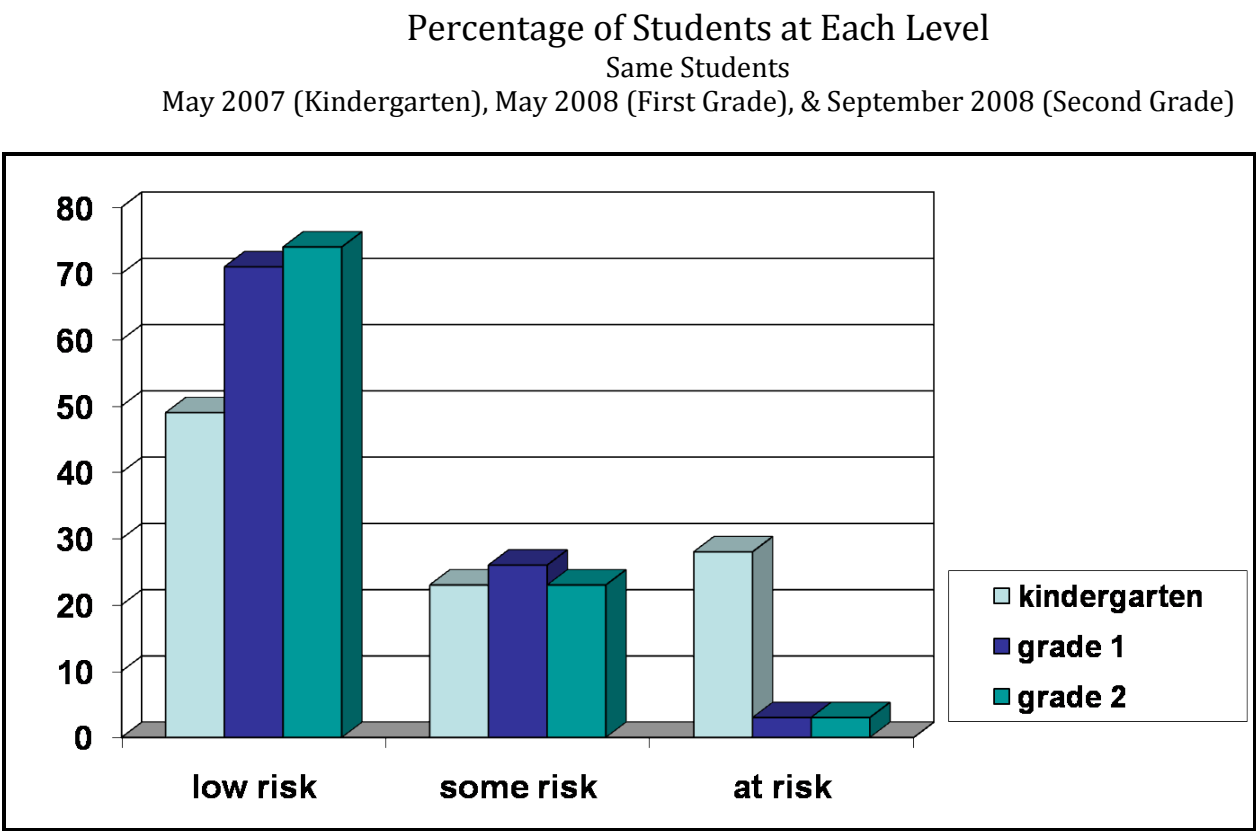


Source: Middle School of Plainville

*Aggression defined as physical acts that result in injury or emotional distress of another person, including: participation in an incident involving a confrontation, tussle, or some type of physical aggression (CT ED166 Report: Physical Altercation); participation in an incident involving physical confrontation in which one or all participants receive at least some type of minor injury (CT ED166 Report: Fighting); and physical, verbal, written, or electronic action which immediately creates fear or harm (CT ED166 Report: Threat).

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.3A: DIBELS Performance – Nonsense Word Fluency
Colchester Elementary School (Elementary), Colchester



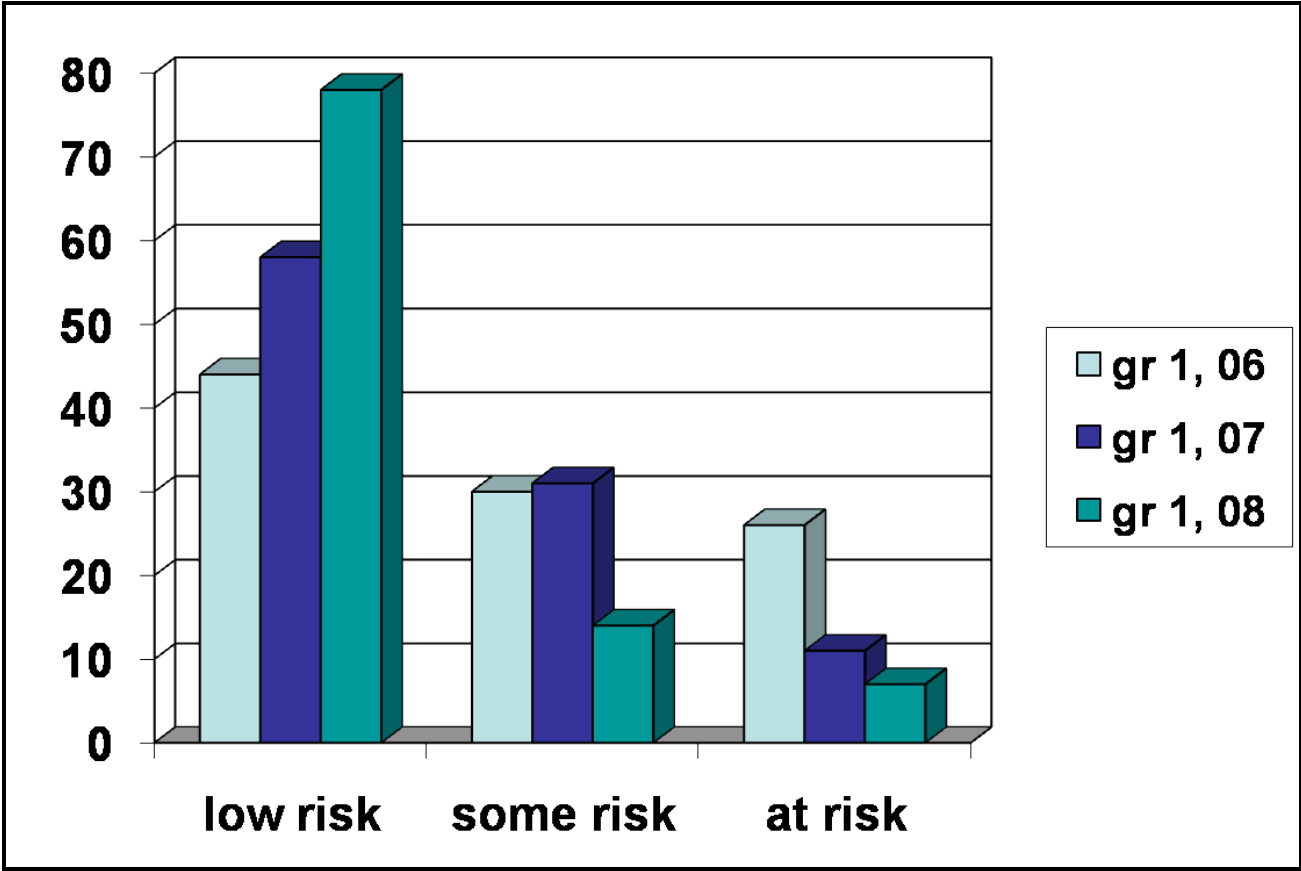
Source: Colchester Elementary School

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.3B: DIBELS Performance – Oral Reading Fluency

Colchester Elementary School (Elementary), Colchester

Percentage of Students at Each Level
Different Students
First Graders in May 2007, May 2008 & May 2008



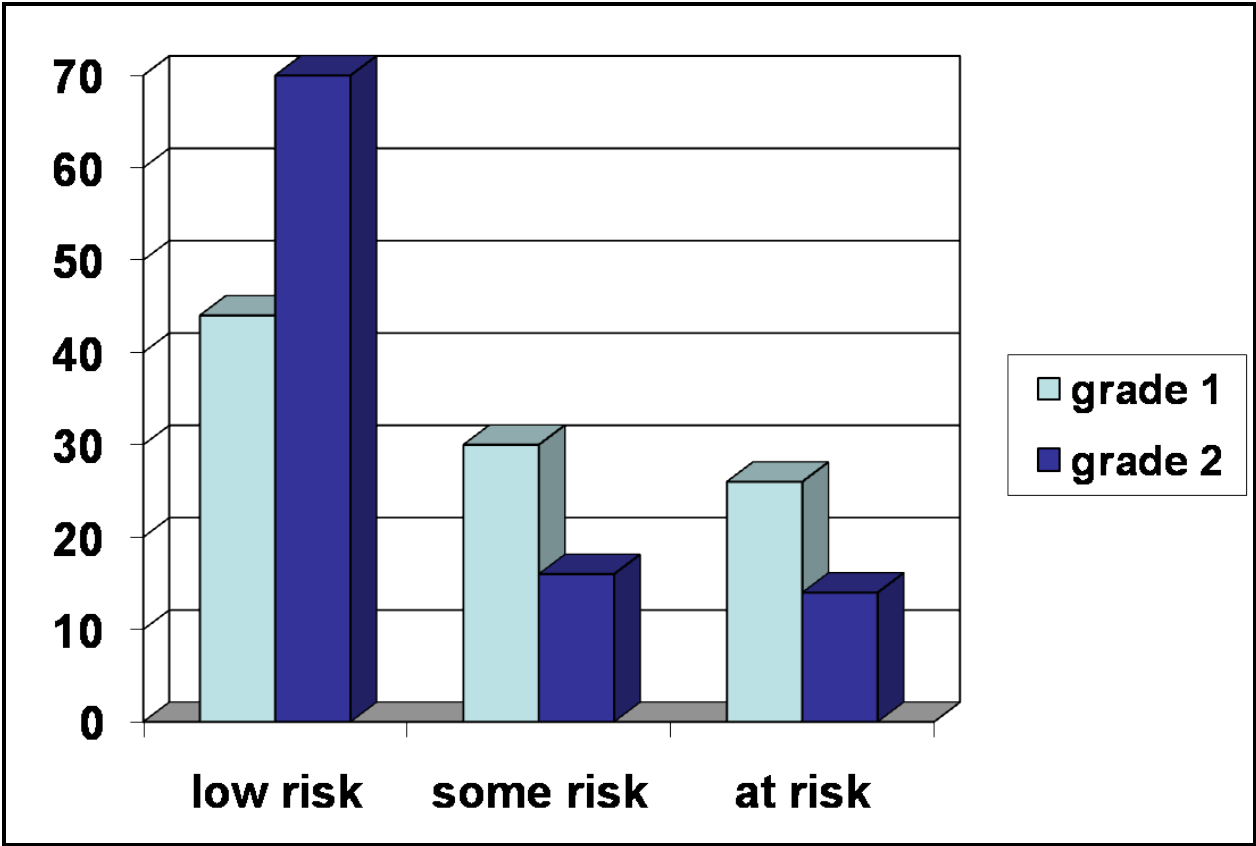
Source: Colchester Elementary School

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.3C: DIBELS Performance – Oral Reading Fluency

Colchester Elementary School (Elementary), Colchester

Percentage of Students at Each Level
Same Students
First Graders in May 2007 & Second Graders February 2007



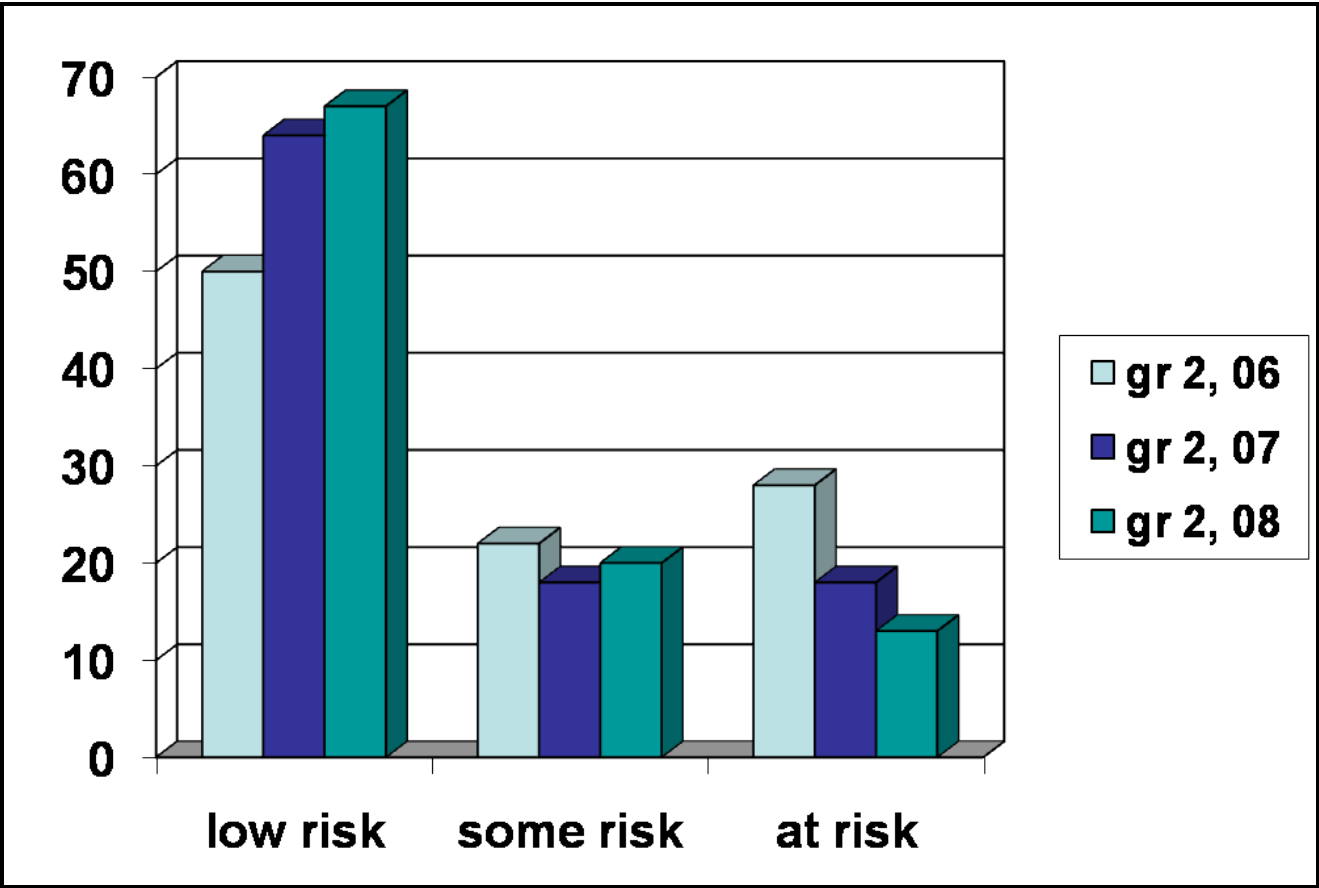
Source: Colchester Elementary School

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.3D: DIBELS Performance – Oral Reading Fluency

Colchester Elementary School (Elementary), Colchester

Percentage of Students at Each Level
Different Students
Second Graders in May 2006, May 2007 & May 2008

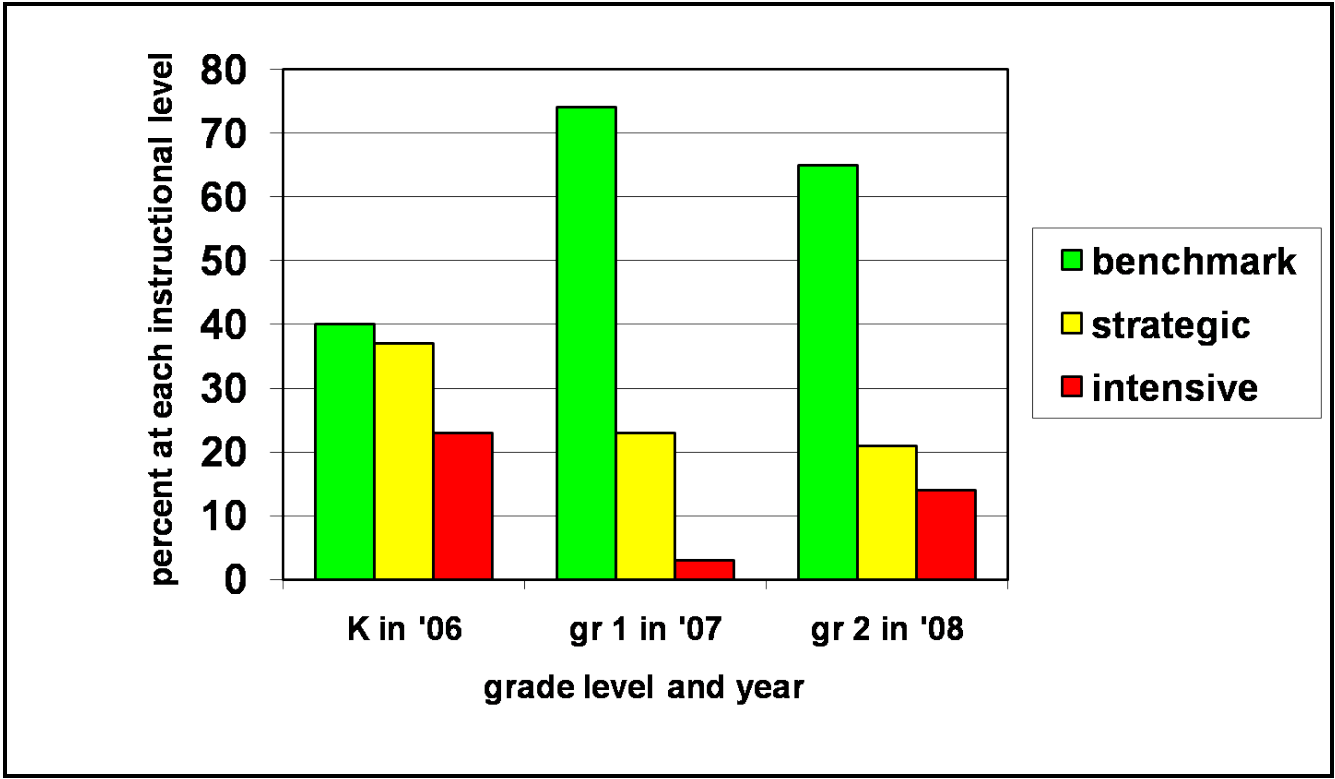


Source: Colchester Elementary School

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.3E: Benchmark Reading Results
Colchester Elementary School (Elementary), Colchester

Percentage of Students at Each Level
Same Students
2006 (Kindergarten), 2007 (First Grade) & 2008 (Second Grade)



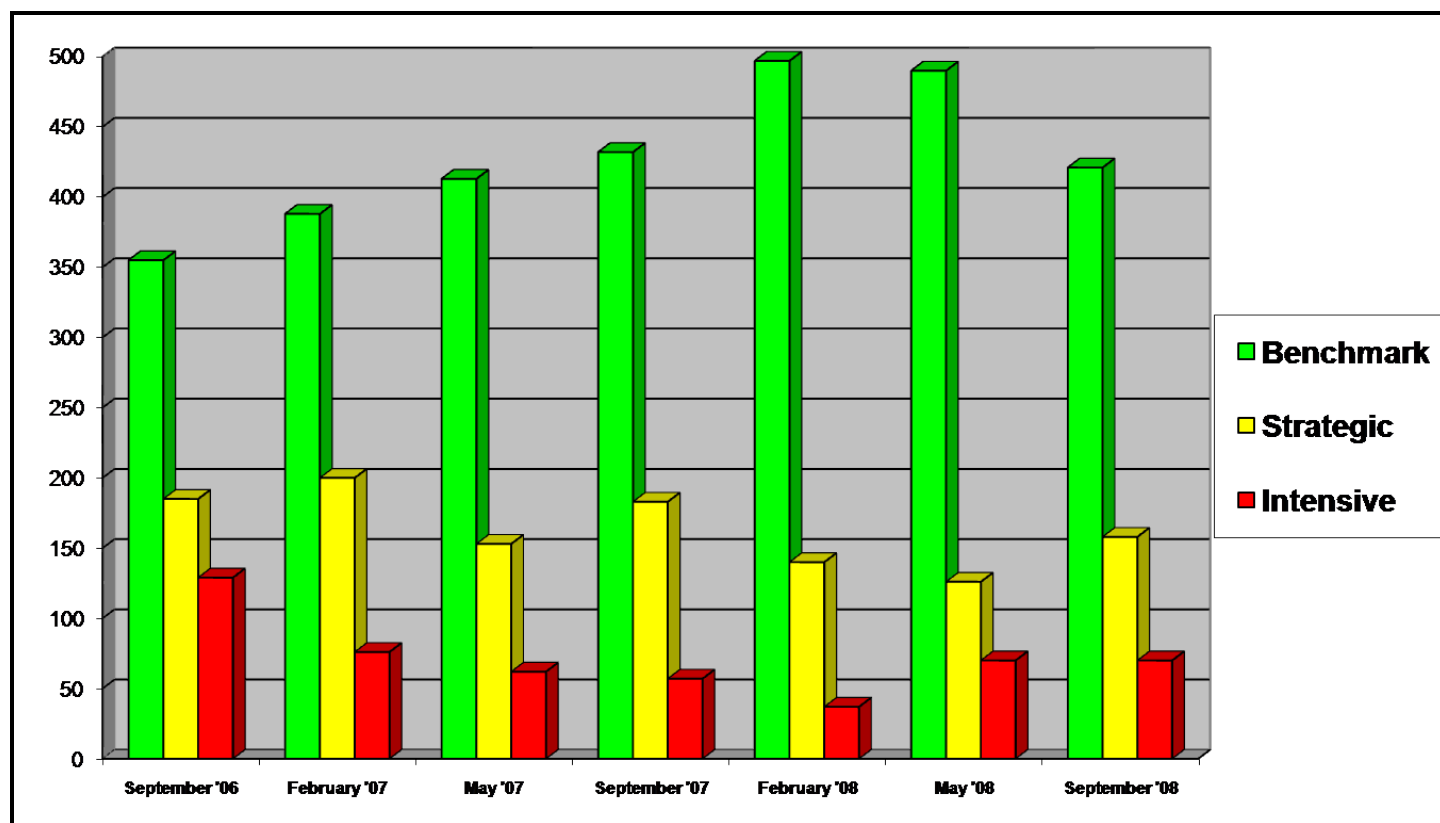
Source: Colchester Elementary School

Is School-wide PBS resulting in positive outcomes for Connecticut students?

Appendix 4.3F: Benchmark Reading Results

Colchester Elementary School (Elementary), Colchester

Number of Students at Each Level
All Students All Grades
September 2006 – September 2008



Source: Colchester Elementary School

What is the current demand for School-wide PBS training in Connecticut?

Appendix 5: Districts on School-wide Positive Behavior Support Waiting List

Ansonia Public Schools	Manchester – Martin Elementary; Highland Park Elementary
Bethany – Bethany Community School	Middletown Public Schools – 11 Schools
Bethel Public Schools	Monroe – Jockey Hollow
Bristol – Memorial Boulevard Middle School	New Canaan School District
Bristol Public Schools – 10 Elementary Schools	Newtown – Sandy Hook Elementary School
CREC/MCC – Great Path Academy	Plainville – Linden Street School; Frank T. Wheeler
Cromwell Public Schools	Region 1 – Cornwall Academy; Lee Kellogg School
East Windsor Public Schools	Stonington Public Schools
Glastonbury – Smith Middle School	Thompson Public Schools
Groton – Fitch Middle School	Waterford – The Friendship School
Hampton Public Schools	Willington – Center School
Hartford – Kinsella Magnet School; Kennelly School	Windham – Windham Center School
Lyme – Old Lyme High School	Windsor Public Schools

Updated 12.08

References

Office of Special Education Programs: Center on Positive Behavioral Interventions and Supports. (2005). *School-wide Positive Behavior Support Implementer's Blueprint and Self Assessment*. Eugene, OR: University of Oregon.

Costenbader, V., & Markson, S. (1998). School suspension: A study with secondary school students. *Journal of Psychology*, 36, 59-82.

Fleming, C. B., Haggerty, K. P., Catalano, R. F., Harachi, T. W., Mazza, J. J., & Gruman, D. H. (2005). Do social and behavioral characteristics targeted by preventive interventions predict standardized test scores and grades? *Journal of School Health*, 75, 342-350.

Illinois PBIS Network. <<http://www.pbisillinois.org/>>. Retrieved December 23, 2008.

Lane, T. W., & Murakami, J. (1987). School programs for delinquency prevention and intervention. In E.K. Morris & C.J. Braukmann (Eds.), *Behavioral Approaches to Crime and Delinquency: A Handbook of Application, Research, and Concepts* (pp. 305-327). New York: Plenum Press.

Mayer, G.R., & Sulzer-Azaroff, B. (1991). Interventions for vandalism. In G. Stoner, M. K. Shinn, & H. M. Walker (Eds.), *Interventions for achievement and behavior problems* (pp. 559-580). Silver Spring, MD: National Association of School Psychologists.

Mayer, G. R. (1995). Preventing antisocial behavior in the schools. *Journal of Applied Behavior Analysis*, 28, 467-478.

McIntosh, H., Hart, D., & Youniss, J. (2006). *The influence of family political discussion on youth civic development: Which parent qualities matter?* Unpublished manuscript.

McIntosh, K., Horner, R. H., Chard, D. J., Boland, J., & Good, R. H., III. (2006). The use of reading and behavior screening measures to predict nonresponse to school-wide positive behavior support: A longitudinal analysis. *School Psychology Review*, 35, 275-291.

Nelson, J. R., Benner, G. J., Neill, S., & Stage, S. A. (2006). Interrelationships among language skills, externalizing behavior, and academic fluency and their impact on the academic skills of students with EBD. *Journal of Emotional and Behavioral Disorders*, 14, 209-216.

Patterson, G. R., Reid, J. B., & Dishion, T. J. (1992). *Antisocial boys*. Eugene, OR: Castalia Press.

Positive Behavior for Effective Schools Act, S.2111, 110th Cong., 1st Sess. (2007).

PBIS Website. <<http://pbis.org/main.htm>>. Retrieved December 23, 2008.

Sprague, J.R., & Walker, H.M. (2005). *Safe and Healthy Schools: Practical Prevention Strategies*. New York: Guilford Press.

Sugai, G., & Horner, R. (2001). *School climate and discipline: Going to scale: A framing paper for the national summit on the shared implementation of IDEA*. Washington, D.C.: U.S. Office of Special Education.

Walker, H. M., Horner, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., et al. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. *Journal of Emotional and Behavioral Disorders*, 4(4), 194-209.