

A Step-By-Step Approach to Developing Comprehensive School-wide Intervention Programs to Prevent and Manage Antisocial Behavior

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Published by Guilford Press, copyright 2009

Getting Started in Your School: Frequently Asked Questions

- I. Determine Faculty Interest
 - A. How should we present this to the school?
 - B. How do we get teacher buy-in?
 - C. What can we do if I am worried about some teachers not buying in?

- II. Establish a School-Site Team
 - A. Who should be a part of my PBS team?
 - B. When should we meet?

- III. Develop a Data-Based Action Plan
 - What should your team be able to answer at the onset of plan development?
 - How do we identify my school's main concerns?
 - How do we identify the plan's main objective?
 - How do we determine what our school values in terms of student behavior?

- IV. Construct the Primary Plan

What should be included in our school's mission statement?
What should be included in our school's purpose statement?
How do we identify school-wide expectations?
What is an expectation matrix?

- V. Implementing the Primary Plan: Student, Faculty, Parent, and Administrator Responsibilities and Activities for Teaching the Plan
- A. How do we introduce the plan to the students?
 - B. How can we teach the students the school-wide expectations in each setting?
 - C. How can we remind the students of the school-wide expectation?
 - D. What is the stop, drop, and teach plan?
 - E. How often should we teach social skills?
 - F. How can we use morning announcements to support teaching the primary plan?
 - G. What is a PBS video and how do we make them?
 - H. How can we teach substitutes and volunteers about our school-wide plan upon arrival?

VI. PBS Tickets

- A. What is a PBS ticket?
- B. How do we "catch a student" performing the school-wide expectations?
- C. What do we say to the teacher who thinks tickets are bribery?
- D. Why should the PBS tickets change colors?
- E. Who is responsible for preparing the PBS tickets?
- F. How are PBS tickets distributed to teachers?
- G. How can we track how many PBS tickets we pass out each month?
- H. How can we determine if students are getting comparable amounts of tickets?
- I. How can we use my PBS tickets as part of the classroom system?
- J. What should we do with the tickets that my students receive?
- K. How can we modify PBS tickets to make them work for younger elementary-age students?
- L. What do we say when we give a student a PBS ticket?
- M. Who fills out the PBS tickets?
- N. Where does the PBS ticket go?
- O. Where should we put ticket boxes?
- P. What happens to the PBS ticket?
- Q. How often are PBS ticket bins emptied?
- R. How can we tie PBS tickets into an assembly?

VII. Reinforcers

- A. What kind of prizes can we give away?
- B. How can we fundraise?

- C. What if we don't want to give away big expensive prizes?
 - D. How often should we have a prize drawing?
 - E. What might an elementary student want?
 - F. What might a middle or high school student want?
 - G. How can we support the teachers who are giving out tickets?
- VIII. Dissemination: Sharing the Plan and Sharing How Things Are Going
- A. How can we get full-faculty feedback?
 - B. What is an implementation manual?
 - C. Who receives an implementation manual?
 - D. How do we introduce this plan to parents?
- IX. Treatment Integrity and Social Validity
- A. How can I be sure that the adults in the building are doing their part?
 - B. How can I get honest feedback from the students and teachers?
- X. Screening to Identify Nonresponsive Students
- A. What are the characteristics of a good screening tool?
 - B. What are some examples of behavioral screeners?
 - C. What are some examples of academic screening tools?
 - D. How often should screeners be completed?
 - E. How should we share the information with the faculty?
 - F. What do we do with the information from the screeners?
- XI. Targeted Interventions
- A. What is the first step to establishing targeted interventions?
 - B. How do we begin designing intervention grids?
 - C. What should be included in an intervention grid?
 - D. What if our PBS team finds that we don't have the supports we want?
- XII. Managing Data
- A. What data should we use?
 - B. How do we set up systems to make data entry efficient?
 - C. How much time should we be spending on collecting and analyzing data?
 - D. Who should be responsible for collecting the data?
 - E. When should we start collecting data?
 - F. When should we share data with the faculty?