

PBIS Training

Year 2, Day 1



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PURPOSE: Strengthen Tier I and Build Tier II.

- Briefly review key characteristics of PBIS model
 - Examine Core Tier 2 Interventions
 - Collect feedback on additional Tier I training/resource needs

IMPLEMENTATION

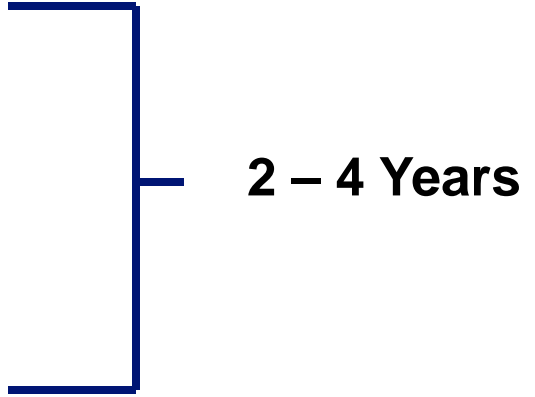
Schoolwide PBIS

Key Characteristics of PBIS Model

WHERE ARE WE NOW?

Stages of Implementation

Implementation occurs in stages:

- **Exploration**
 - **Installation**
 - **Initial Implementation**
 - **Full Implementation**
 - **Innovation**
 - **Sustainability**
- 
- 2 – 4 Years**

Commitments & Expectations

- Commitments to our stakeholders:
 - Give PBIS 2-4 years to make a difference
 - Invest in training, evaluation & coaching
 - Meet regularly
 - Monitor, support and acknowledge implementation and implementers
- Expectations of buildings:
 - Use data
 - Meet regularly
 - Participate in training and follow the model

Data-Based Decision-Making

- Student outcome data is used:
 - To *identify* youth in need of support and to identify appropriate intervention
 - For on-going *progress-monitoring* of response to intervention
 - To *exit or transition* youth off of interventions
- Intervention integrity or process data is used:
 - To *monitor* the effectiveness of the *intervention* itself
 - To make decisions regarding the *continuum/menu* of *interventions/supports*

BIG IDEA

Implementation of any evidence-based practice requires a more coordinated effort than typically expected.



Schoolwide Implementation

Effective

- *Achieve desired outcome?*

Efficient

- *Doable by real implementer?*

Relevant

- *Contextual & cultural?*

Durable

- *Lasting/Sustainability?*

Scalable

- *Increase size?*

Logical

- *Conceptually Sound?*

Changing Adult Behavior

1.

“Change is slow, difficult, gradual process for most adults”

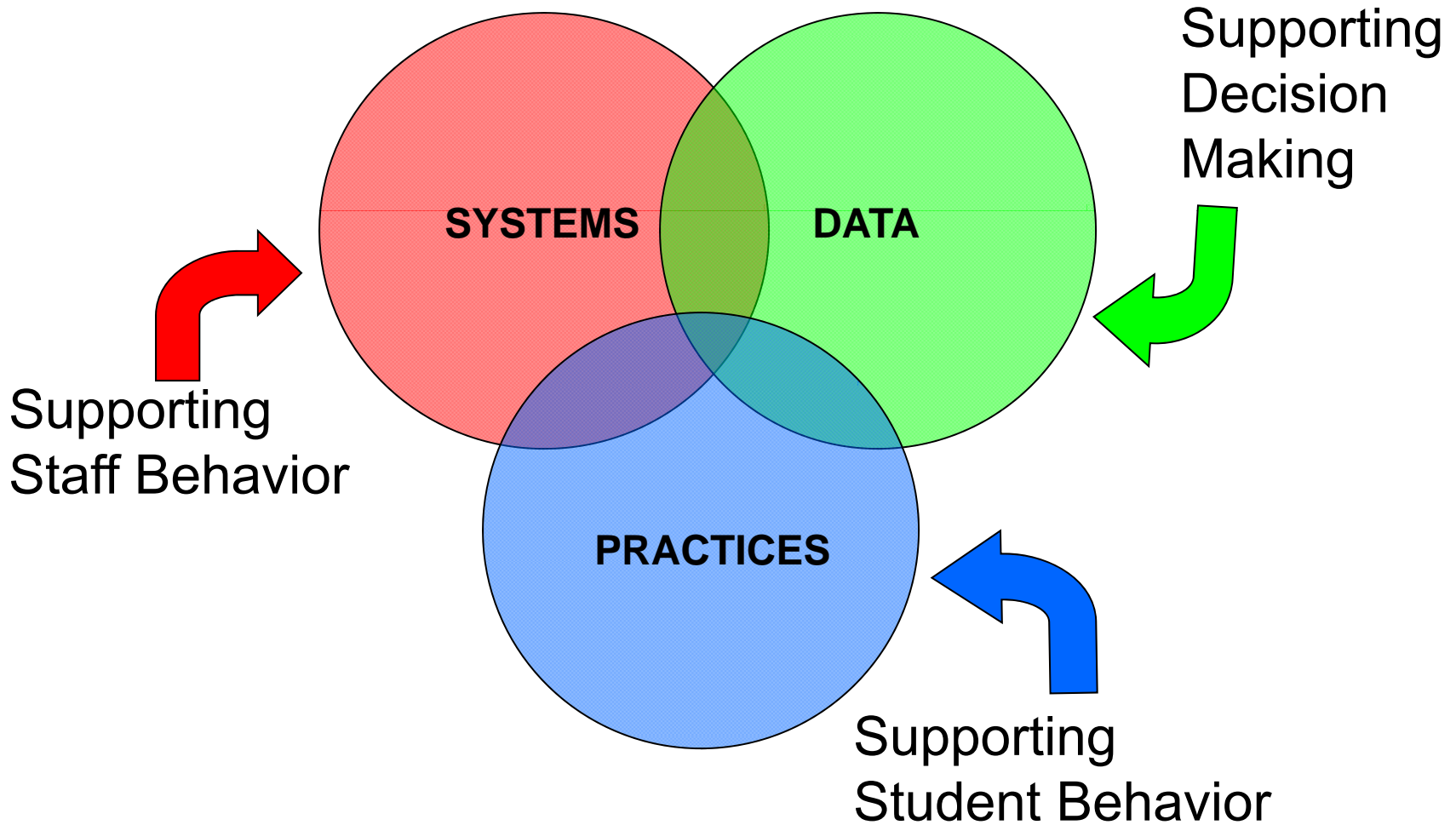
2.

“Teachers need to receive regular feedback on student learning outcomes”

3.

“Continued support & follow-up are necessary after initial training”

Three Components of PBIS



Universal Strategies: School-Wide

Essential

1. School-wide Values (3-5)
2. Clearly defined expected behaviors (matrix)
3. Procedures for teaching & practicing expected behaviors
4. Procedure for monitoring expected behaviors
5. Procedures for acknowledge/encouraging expected behaviors
6. Procedures for discouraging problem behaviors
7. Procedures for record-keeping and decision making

PBIS IMPLEMENTATION

What is working well for you?

What is holding you up or proving difficult?

To help our school move forward we need?

What support do we need to provide to our staff for PBIS to become the way we do business at our school?

TIER II AND III INTERVENTIONS

Tier II and III Interventions Overlap.

TIER II

- Group interventions
- Low intensity
- Limited focus
- Brief functional behavior assessment (FBA)

TIER III

- Individualized
- High intensity
- Broad or comprehensive
- Complex functional behavior assessment (FBA)

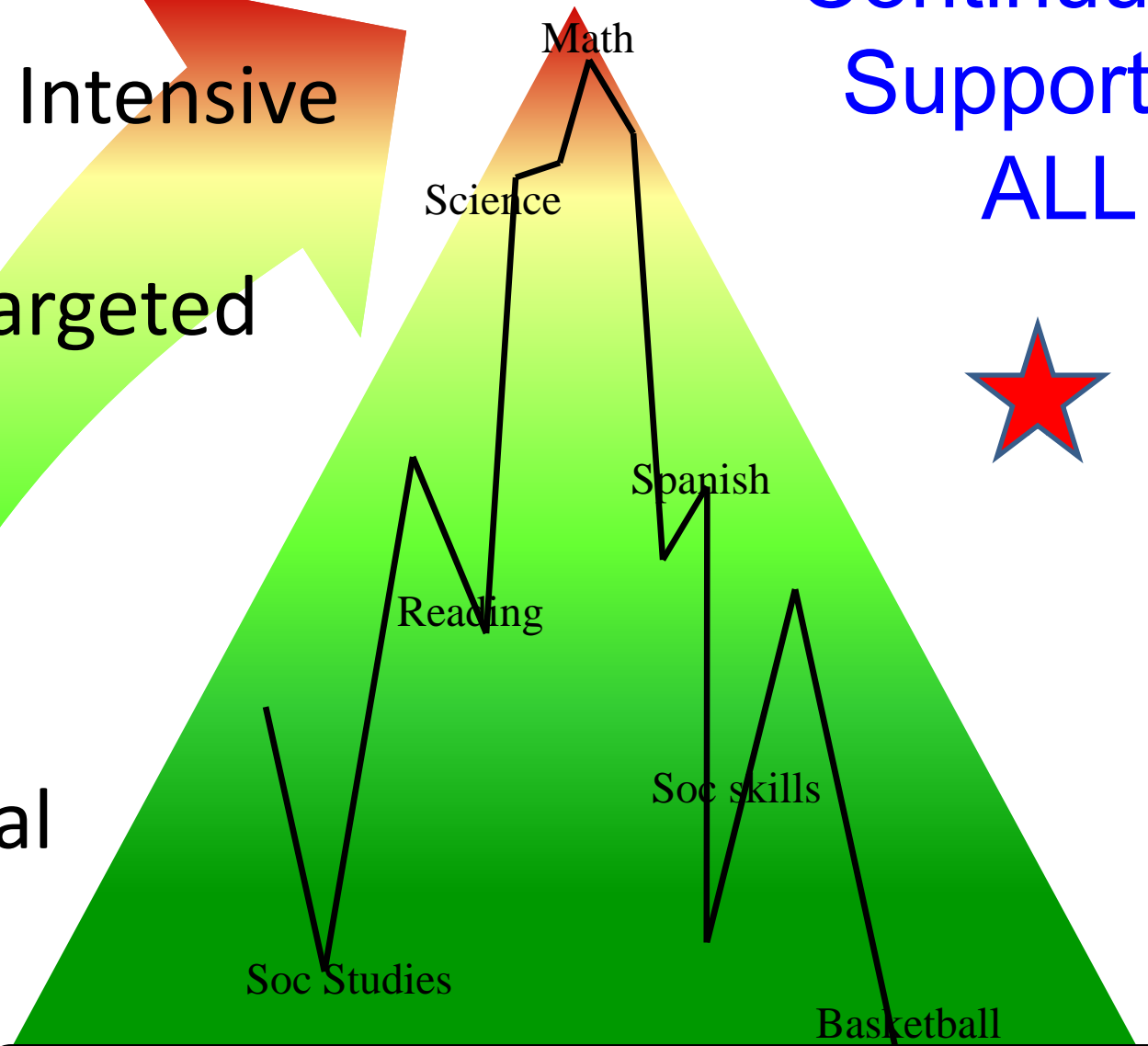
Continuum of Support for ALL



Intensive

Targeted

Universal



Math

Science

Spanish

Reading

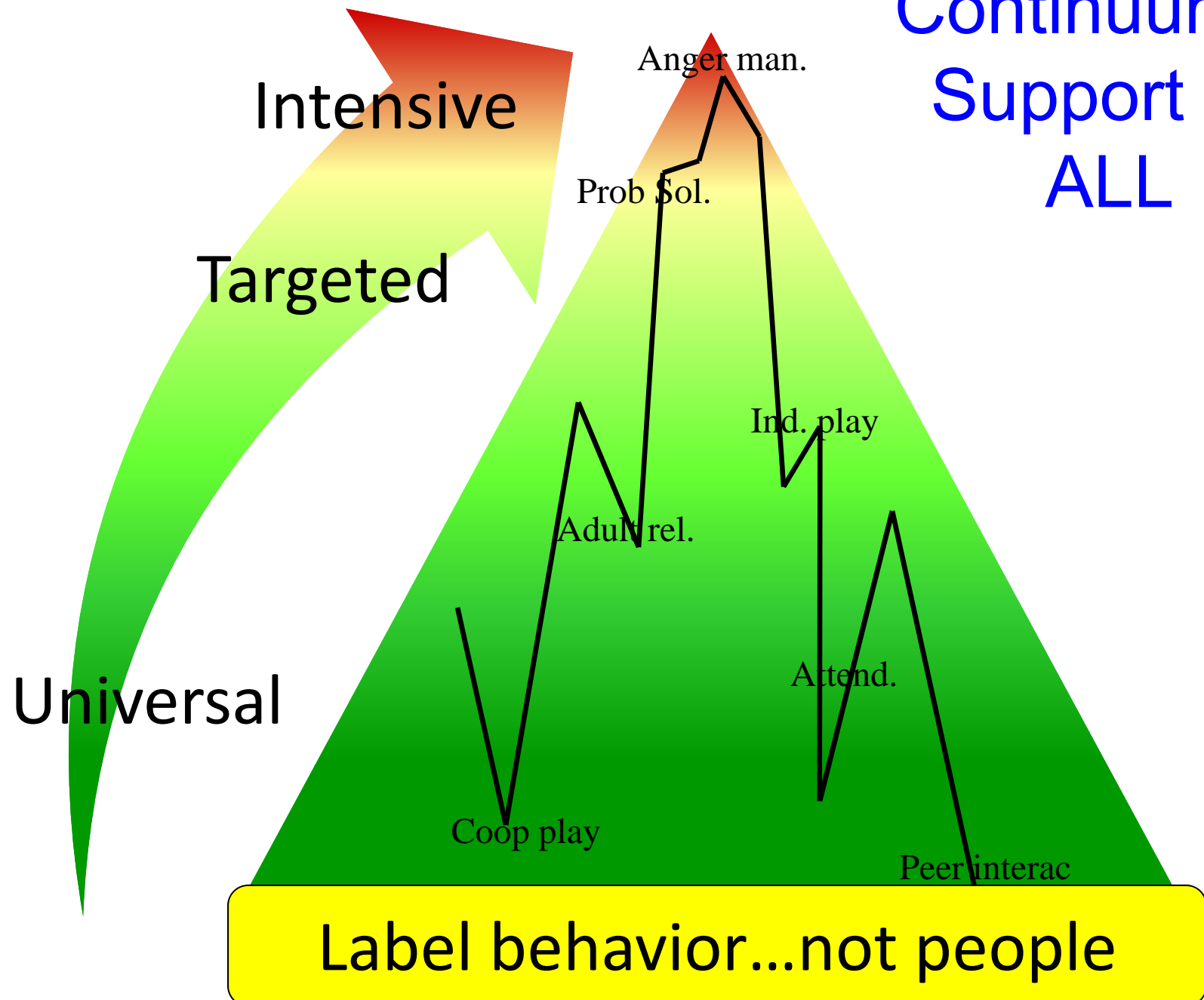
Soc skills

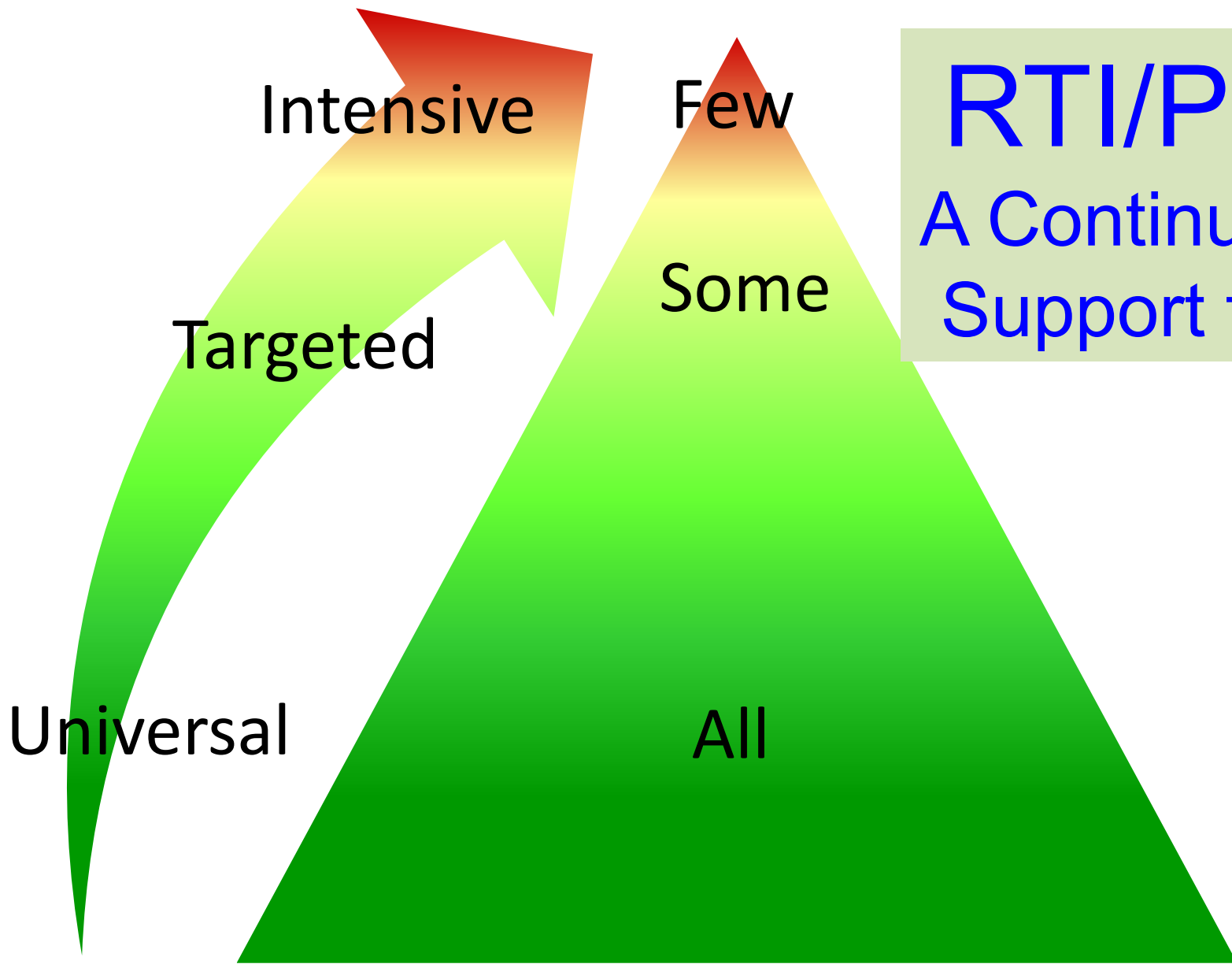
Soc Studies

Basketball

Label behavior...not people

Continuum of Support for ALL



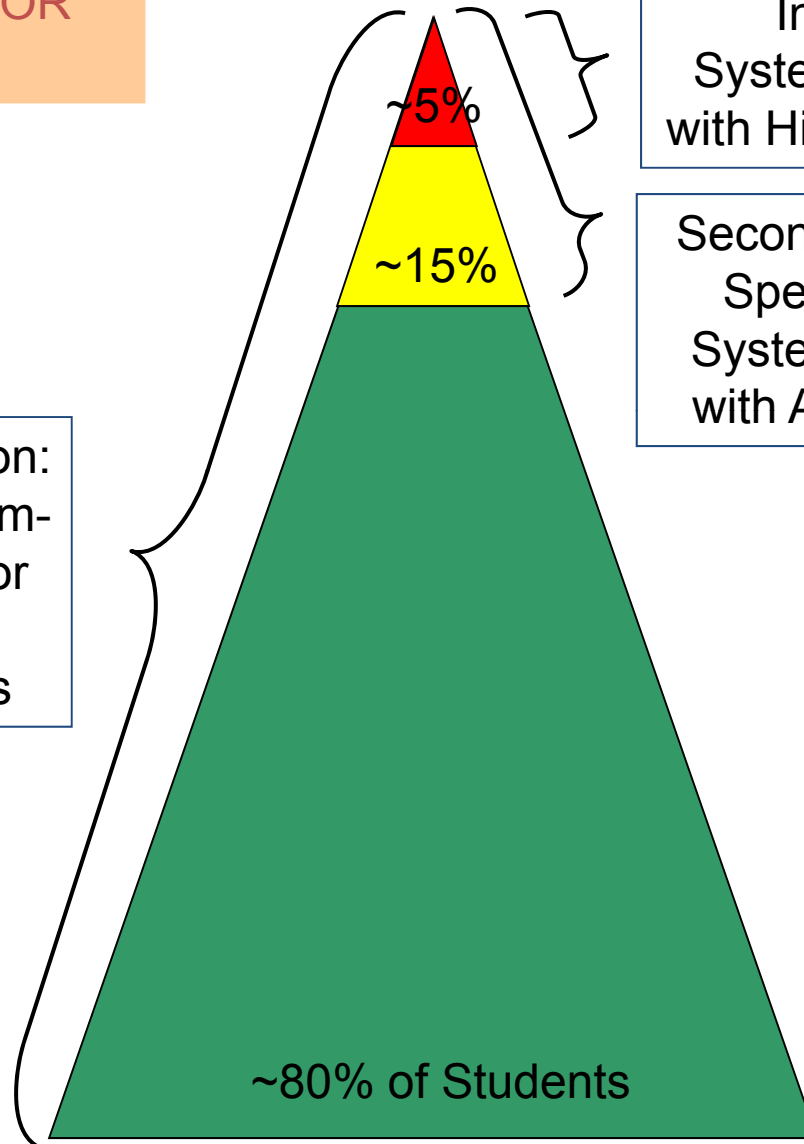


RTI/PBIS

A Continuum of
Support for All

SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

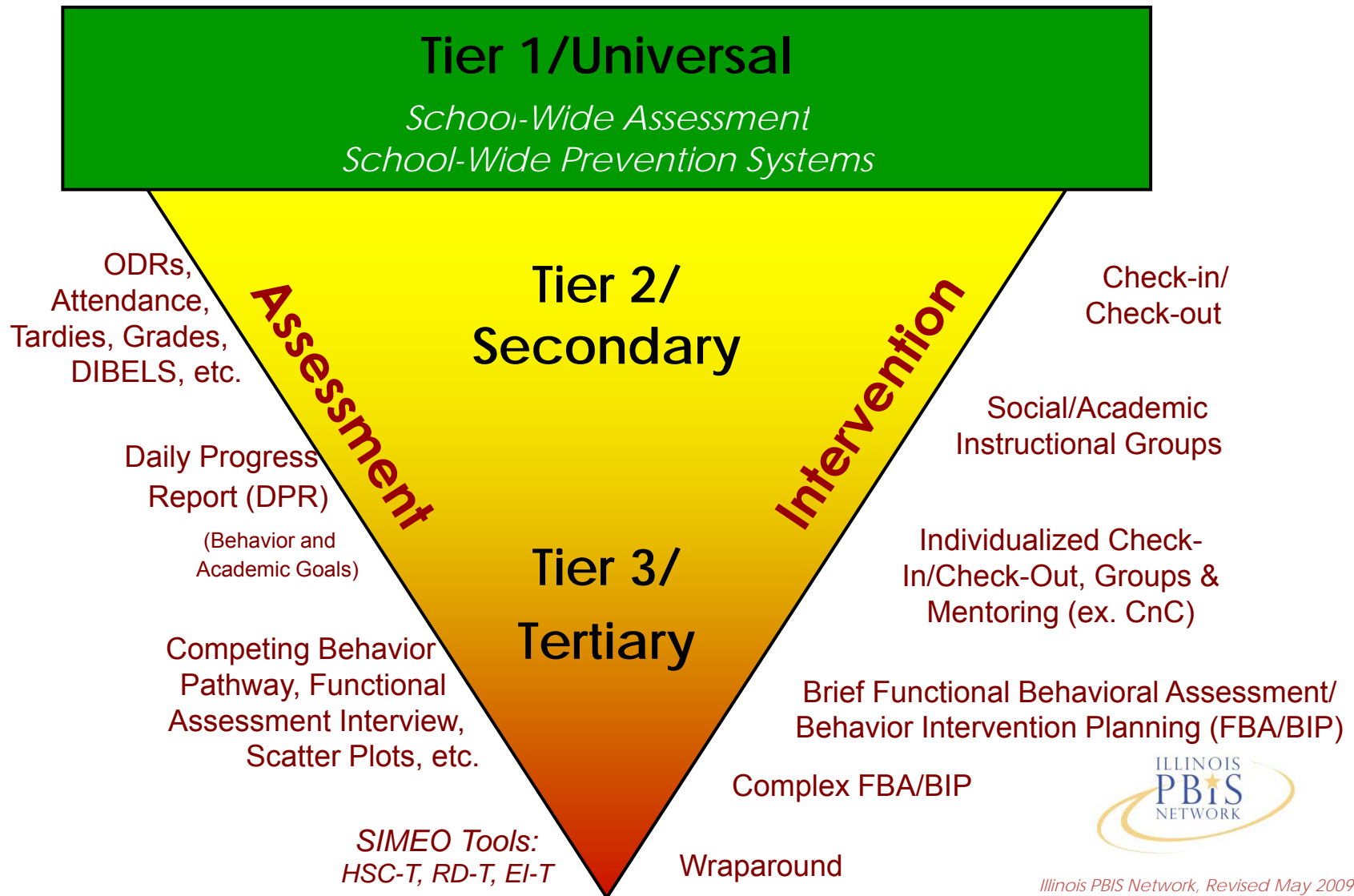


Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior



Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



Examples of Secondary Level Interventions

Social Skills Instruction

Mentoring

Academic Support

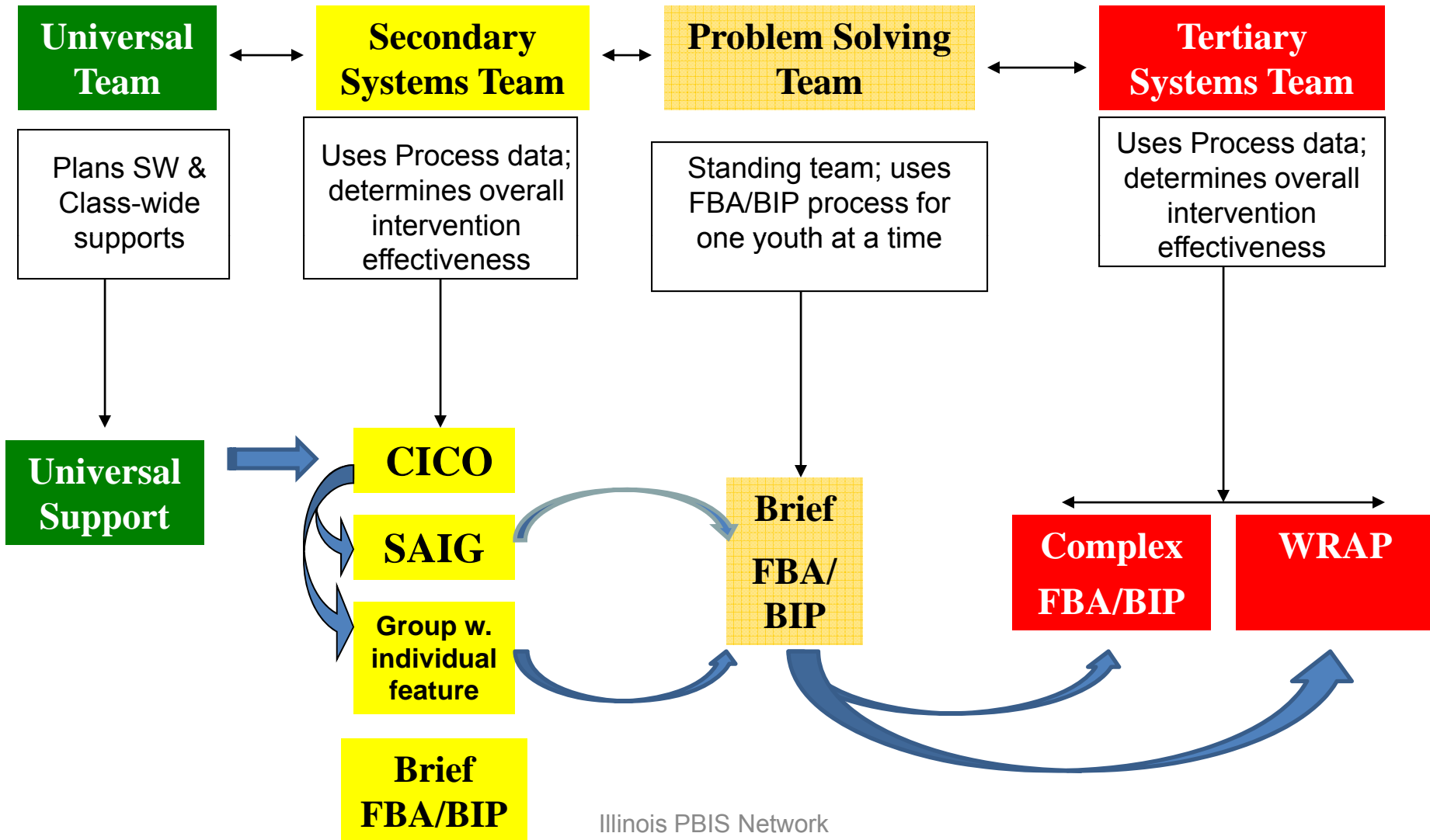
Successful Recess

CICO/Behavior Education Program

**DON'T TRY TO IMPLEMENT
MULTIPLE TEIR II INTERVENTIONS
AT THE SAME TIME!**

3-Tiered System of Support

Necessary Conversations (Teams)



Teaming at Tier 2

- Secondary Systems Planning ‘conversation’
 - Monitors effectiveness of CICO, S/AIG, Mentoring, and Brief FBA/BIP supports
 - Review data in aggregate to make decisions on improvements to the interventions themselves
 - Students are NOT discussed
- Problem Solving Team (‘conversation’)
 - Develops plans for one student at a time
 - Every school has this type of meeting
 - Teachers and family are typically invited

Tier II Planning Decisions

1. Who reviews screening and ODR Data for potential new students in need of Tier II?
 2. Who Makes Decision for Students to Receive Tier II Services (or not)?
 3. Who reviews progress monitoring DATA on Youth in Tier II?
 - Number of youth responding
 - Number of youth not responding
1. Who does “problem-solving” for non-responders?

Recommended Time-frames for Data Review

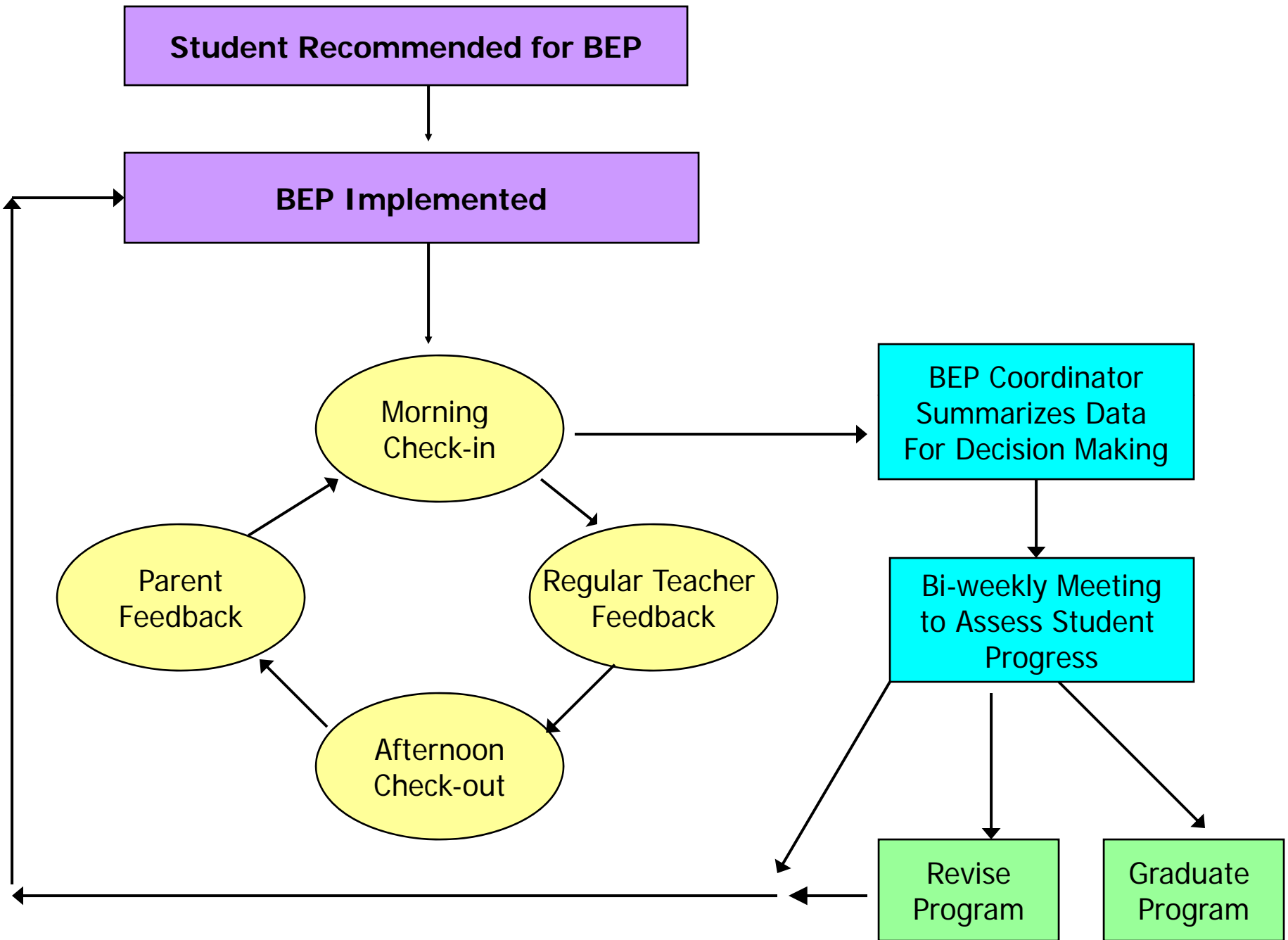
CICO, S/AIG, mentoring & Brief FBA/BIP:

- Student outcome data (student effectiveness):
 - Intervention facilitator to review individual student data at least every 2 weeks
- Process data (Intervention effectiveness):
 - Student aggregate data should be reviewed at least once a month by Secondary Systems Team

*If less than 70% of youth are responding to any of the interventions, the Secondary Systems team should review the **integrity** of the intervention and **make adjustments** as needed.*

Check-in Check-Out Programs (CICO)

- Multiple points of contact throughout the day
- Types of CICO Programs
 - Check & Connect (1 point of contact)
 - Check-in Check-out (2 points of contact)
 - Hello-Update-Goodbye (3 points of contact)
 - Behavior Education Program (4+ points of contact)



Daily Progress Report

Goals	1/5			2/6			3/7			HR			4/8		
Be respectful	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Be responsible	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Keep Hand & Feet to Self	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Follow Directions	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Be There – Be Ready	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
TOTAL POINTS															

BEP Check-in/Check-Out Record

Date: _____

BEP Coordinator: _____

Check-In

Check-Out

Student Name	Paper	Pencil	Notebook	DPR parent copy	BEP Score
Jason	√	√	√	√	90
Leanne		√	√		85
Juan	√	√	√	√	60
Kiran	√		√		100
Alexa	√	√	√	√	95
Jacey	√		√	√	90

Tracking Student BEP Progress

(number = % of total daily points)

Date	Jason	Leanne	Juan	Kiran	Alexa
1/16	85	95	100	80	65
1/17	100	100	100	75	77
1/18	77	0	100	85	63
1/19	45	75	95	92	85
1/20	88	89	77	89	90
1/23	79	0	100	95	95
1/24	95	67	85	100	78

WHY BEP

1. Easy to implement
2. Flexible
3. Principles are sound
4. Empirical research
5. There is a manual!!!

Data Used to Identify Youth in Need of CICO

- Student outcome data:
 - Office Discipline Referrals
 - Suspensions
 - Attendance
 - Tardies
- Universal Screeners (SSBD, BESS, etc.)
- Requests for Assistance made by teachers, family members and/or students

Data Used to Progress-Monitor CICO

- **DPR** (Daily Progress Report) points earned each day (data entered into Excel or SWIS)
- Office Discipline Referrals
- Suspensions
- Attendance
- Tardies
- Follow-up questionnaire for teachers, family member, or student who made referral

Social Skills Instruction

(Newcomer, 2004)

- Critical Components
 - Student selection
 - Curriculum (assessment-based targets)
 - Training social skills instructor
 - Group Management
 - Effective Instructional Model
 - Planning for generalization
 - Evaluation

Mentoring

(Newcomer 2004)

Identify Students

- Data decision rule
- Teacher recommendation
- Function-based

Identify Mentors

- Teachers
- Administrators
- Counselors
- Secretaries
- Cooks
- Custodians
- Volunteers
- Older students (i.e., seniors mentor freshman)

Academic Support

Options:

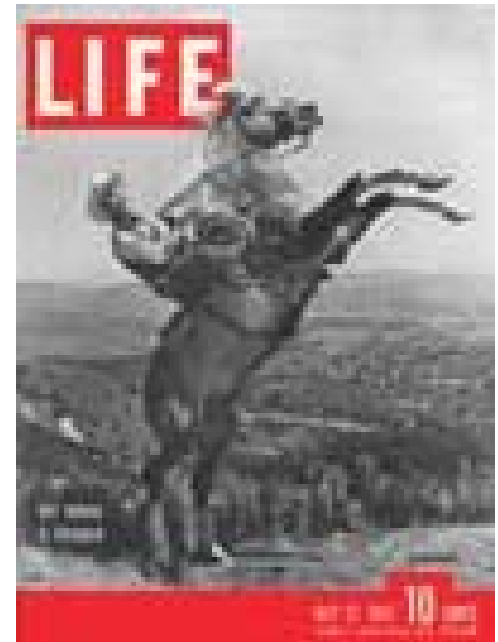
- Cross-Grade Tutoring
- Community Volunteers
- After school or before school tutoring/study skills program
- Extra support provided in school library during recess

BRIEF FUNCTIONAL BEHAVIORAL ASSESSMENT

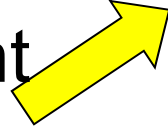
Structured Problem Solving

Major FBA Concepts/Principles

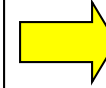
- Contextual
- Setting Events (Slow Triggers)
- Antecedents (Fast Triggers)
- Observable/Measurable Behaviors
- Maintaining Reinforcers
- Functions
- Functional Equivalence



Competing Behavior Summary Statement

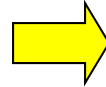


Desired Alternative
Participate w/o being aggressive.

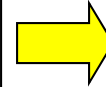


Typical Consequence
Participates in game

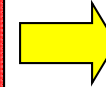
Setting Events
Game Group work



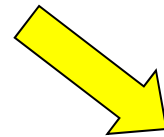
Triggering Antecedents
Disagreement w/ Peers.



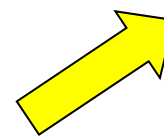
Problem Behavior
Pushes, Hits



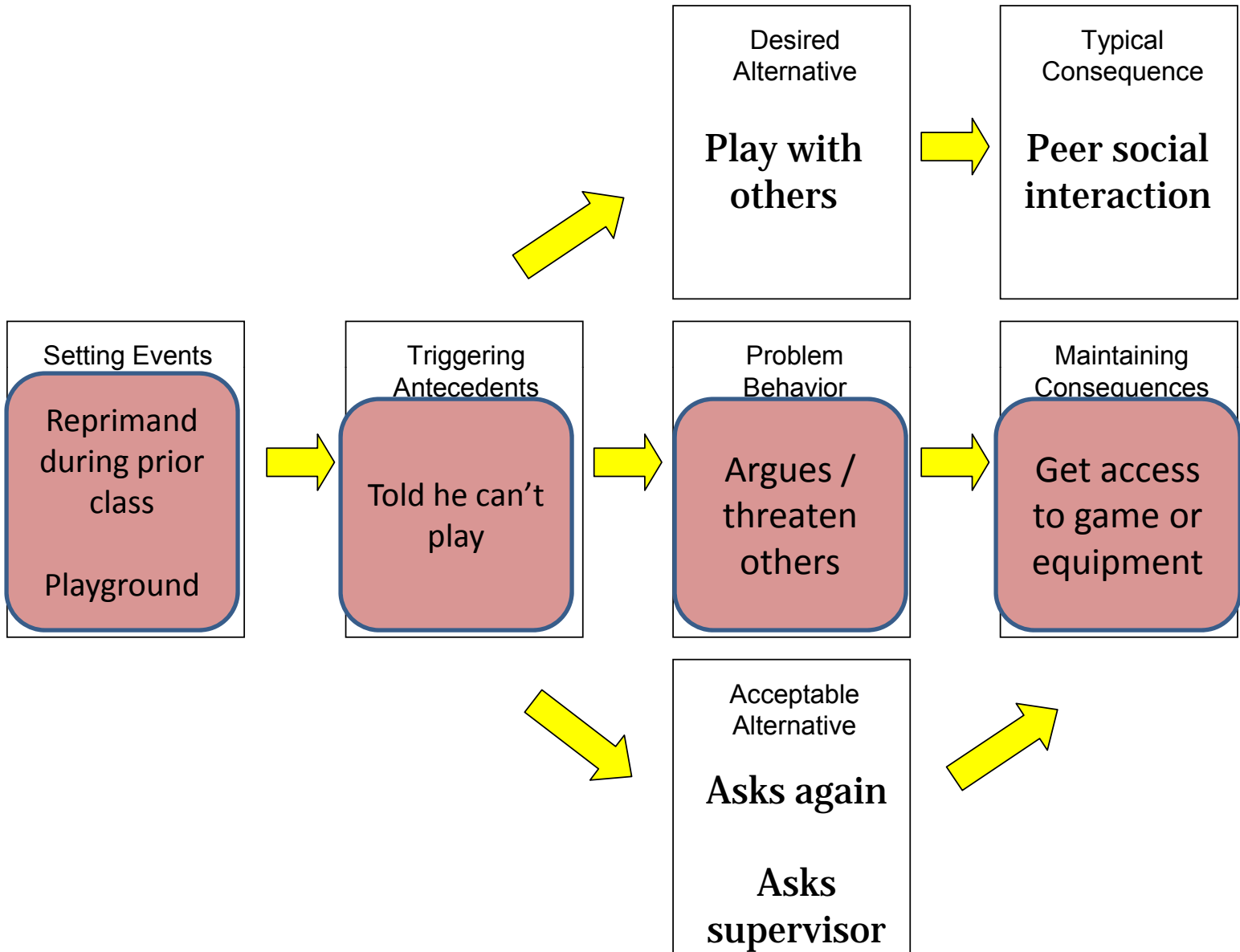
Maintaining Consequences
Resolves conflict



Acceptable Alternative
Resolves Conflict w/ words



Michael



Positive Behavior Support Plan Outline

Strategies that Make Problem Behaviors irrelevant, ineffective, and inefficient

Setting Event Strategies	Antecedent Preventive Strategies	Teaching Strategies	Consequence Strategies	
<p>What are ways to change the context to make the problem behavior unnecessary?</p>	<p>What are ways to <u>prevent</u> the problem behavior?</p>	<p>What can be done to increase expected behaviors or to teach a replacement behavior?</p>	<p>What should happen when a problem behavior occurs?</p>	<p>What should happen when desired replacement behavior occurs?</p>
<p><input type="checkbox"/> Remind Michael of his goals and skills he is working on.</p> <p><input type="checkbox"/> Provide increased supervision.</p>	<p><input type="checkbox"/> If Michael appears to be getting agitated, remind him of his anger management strategies and how he can use them</p> <p><input type="checkbox"/> Remind him that they can “opt out” of the game if they feel angry</p>	<p><input type="checkbox"/> Teach Michael strategies to manage his anger</p> <p><input type="checkbox"/> Teach Michael ways he can “opt out” of the game before they begin to play or when they begin to feel angry</p>	<p><input type="checkbox"/> Remind student of the behavior they are exhibiting and prompt them to use their strategies</p> <p><input type="checkbox"/> Remove student from the game and go through the steps to manage their anger</p>	<p><input type="checkbox"/> Provide praise and other reinforcement for engaging in the game appropriately, managing anger or appropriately or opting to stop playing the game</p>

Effective Environments

- Problem behaviors are **irrelevant**
 - Events that trigger PB are removed or reduced
 - Access to positive events are more common
 - * Think of an example of how problem behaviors can be made irrelevant?
- Problem behaviors are **inefficient**
 - Appropriate behavioral alternatives available
 - Appropriate behavioral alternatives are taught
 - * Think of an example of how problem behaviors can be less efficient?
- Problem behaviors are **ineffective**
 - Problem behaviors are not rewarded
 - Desired behavior ARE rewarded
 - * Think of an example of how problem behaviors can be made ineffective?

Preventative Strategies

Why start with preventative strategies?

- Setting Events (slow triggers) may override interventions!
- Prevention often reduces problem behaviors relatively quickly.
- Creates an environment in which new behaviors can be taught, practiced, and result in reinforcement.
- Behavioral Momentum!

Case Study Activity

Tier II- Reflection on Effectiveness

- What are our interventions at the Secondary Level?
- How are students responding to those interventions?
- How many students are referred?
- How many students are responding?
- How much of our district and/or building resources are “spent” on those interventions?

Are Resources Being Spent Wisely?

- If schools receive training, do they implement?
- Do schools implement with integrity/fidelity?
- Do schools sustain implementation with fidelity over time?

HOMework

- Email your TIC based on progress made up to this point to Jim at: James_Artesani@umit.maine.edu
- Put “TIC” in the subject line.
- Please :)

Next Meeting

Classroom Systems of PBIS

Citations

- Many of the slides contained in the this presentation were adapted from presentations by:

George Sugai and Robert Horner

Co-directors of the

OSEP National Center on Positive Behavioral Interventions and Supports