

Implementing a PBIS Framework in Alternative Settings

2015 Conference on School Culture, Climate, and Positive Behavior Support
8/12/15

Kate Salvati
Andrea Bancroft
Jill Heath
Stafford Learning Center

SLC Blueprint for Behavior Support

- Developed to provide a consistent framework for behavior support across all SLC programs
- Based on extensive research in the field of behavioral support
- Allows for individual programs to customize the implementation of the PBIS framework to fit the population and culture of the program

Essential Beliefs of PBIS Model

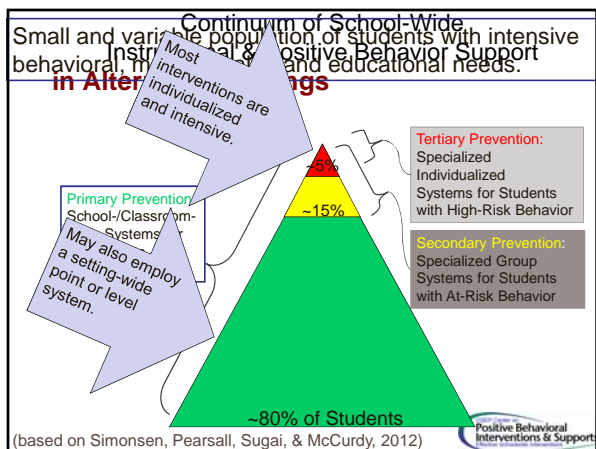
- Belief that it is never too late to support behavioral change
- Belief that academics and behavior are interconnected
- Belief in an instructional approach to behavior, even in high schools
- Belief in science to support practices
- Belief in youth/family engagement and voice
- Belief in using data to support problem solving and decision making
- Belief in shared leadership

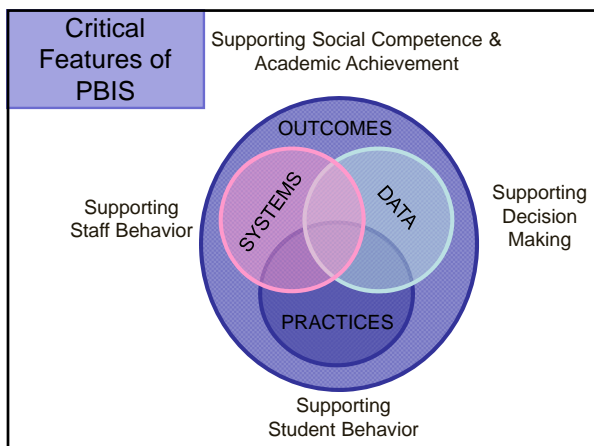
PBIS in a nutshell...

- PBIS is a **framework** for implementing a **continuum** of evidence-based **interventions** to improve academic and behavioral **outcomes** for **all students** (Sugai et al., 2000)
- Some key features are:
 - Evidence-based practices
 - Data-based decision making
 - Direct instruction of expectations
 - Ongoing progress monitoring

Guiding Principles

- Develop a continuum of effective behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent problem behavior
- Teach and encourage pro-social skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability





Systems

- Teams and coaches
 - Setting-wide
 - Class-wide
- On-going Professional Development
- Data-based decision making and action planning
- Monitoring and evaluating fidelity of implementation
- Program evaluation and continuous improvement

Brandi Simonsen, Ph.D.

DATA

- You need to know where you are and where you want to go to figure out the best route...

Data to support decision making

- Sample sources of data:
 - Incident reports
 - Direct behavior ratings
 - Earned points
 - Direct observation
 - Individual student progress
 - Program wide data
 - Attendance
 - Grades/work completion
 - Progress toward IEP goals

Adapted from Brandi Simonsen, Ph.D.

Using your data

- What do you currently collect?
- What does it mean to be responding at:
 - Tier 1?
 - Tier 2?
 - Tier 3?
- Do you use data to determine the level of support?
- What data are you missing?

Practices

- Program or school wide
 - 3-5 school wide expectations
 - Procedures for directly teaching expectations AND the strategies for meeting the expectations
 - Continuum of strategies for reinforcing expectation following
 - Continuum of strategies for correcting expectation violating
- Classroom setting
 - Maximize structure and predictability
 - Establish, post, teach, monitor and reinforce a small number (3-5) of positively stated expectations
 - Actively engage students in observable ways

Brandi Simonsen, Ph.D.

Practices cont.

- Non-classroom settings
 - Actively supervise
 - Teach setting-specific routines and expectations directly
 - Remind and pre-correct frequently
 - Positively reinforce frequently, specifically, and regularly
- Individual Student
 - Develop data-decision rules to identify students who do not respond to universal/tier I supports
 - Organize other supports along a continuum
 - Develop an assessment process to determine which additional intervention(s) may be appropriate
 - Collect progress monitoring data

Teaching Skills Across the Tiers

- Your data tells you what to teach at each level
 - School Wide
 - Class Wide
 - Group Sessions
 - Individual Counseling

Questions to ask...

- How can we make our behavior support process:
 - Help students accept responsibility?
 - Place high value on academic engagement and achievement?
 - Teach alternative ways to behave?
 - Focus on restoring the environment and damaged social relationships?

Jeffrey Sprague, Ph.D (jeffs@uoregon.edu)

"Kids do well if they can..."

- Kids with social, emotional, and behavioral challenges lack important thinking skills
- Challenging behavior occurs when the demands placed on the child exceed his capacity to respond adaptively
- Our students are often lacking the cognitive skills to effectively handle the situations they end up in
- Diagnoses don't generally give us information about what cognitive skills students are lacking

Ross W. Greene, PhD, 2008
Lost at School

Bulldogs



John Powers School

About Our School

21 Students
9 Districts
Grades 1 – 8
Director
4 Teachers, 4 Para-Educators
2 counselors
Nurse
Specialist Staff Part-time

Main Goal:
Teaching social and behavior regulation skills so that our students can access grade level curriculum and transition back to their "home-school."

John Powers School

Pride and Teacher Morale

- PBIS is about changing the adult behavior which leads to changes in student behavior
- Our students can be tough on teachers - verbally and physically
- Before you can support PBIS in your school you need to support your Staff
- Here are a few ways we do this at JPS...

Christmas Party **Donuts & Coffee**
Motivational Videos **Awards**
Lunch **Candy** **Teacher Appreciation Week**

John Powers School

Be Safe

Hands and feet to self

Get rid of "no self"
Body always ready & self permission to touch or use other's property or materials.
Get permission before personal contact.

Use materials and furniture properly

Use materials and furniture as directed or for intended purpose so to keep everyone safe.

Stay in your assigned area

Be where you are told you are going to be.
No where you have permission to go to be.

Ignore negative behavior for a positive role model

Get rid of "Be a positive role model"
Stay focused and stay on task.

Follow directions from adults

Always in the responsibility.

Change to Positive Self - Control

Change behavior when asked before the situation escalates.

John Powers School

OVER VIEW

- Individual Counseling to reinforce skills taught in class and group
- Solution focused meetings with student, parents, district, and outside agencies
- Future's Planning
- Life Space Interviews (LSI)

Grade Level Group Counseling
Student Mentoring
PSR (Periodic Student Review)

- Helps individualize the program for each student
- Ensures regular check in for student progress and needs
- Helps identify student strengths EVERY time we meet about them
- Helps team develop individualized plans
 - Individual Contracts
 - Behavior Plans
 - Goal setting
 - Future's Planning

John Powers School

Bulletin Boards

John Powers School

Examples of earned trips...



Apple Picking



Ropes Course

John Powers School

Examples of earned activities...

Gingerbread Houses



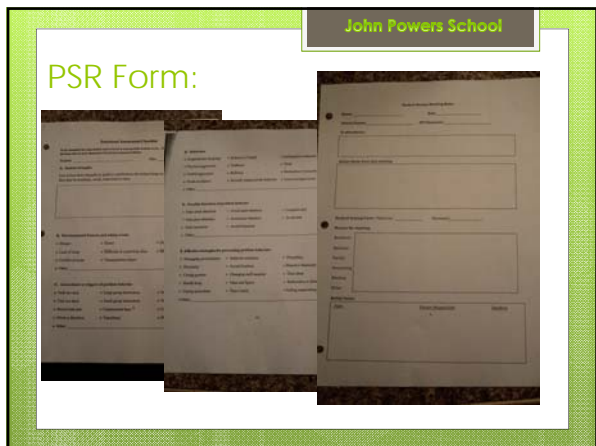
Whole School Fun Day

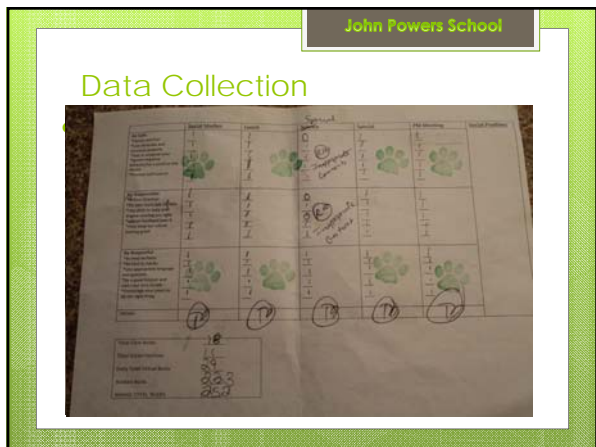


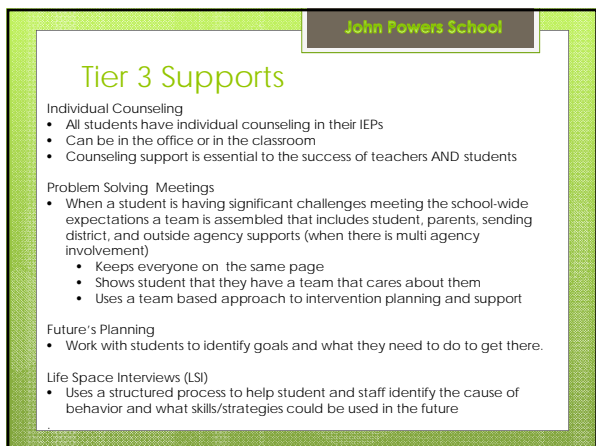
John Powers School

Periodic Student Reviews

- o Weekly scheduled meetings
- o 2 students a week
- o Rotate several times through the list.
- o If we need to meet about a student sooner we keep our list flexible
- o Will move a student earlier or tackle an extra student to be sure all student needs are being met.





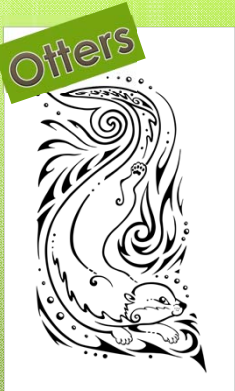


John Powers School

It all comes back to this...



Charles Off Academy



About Our School

Half-day program
 8 Student maximum per session
 Grades 8-12
 Director
 2 Teachers
 1 Counselors
 Credit awarding
 Complementing Programming
 Extended Learning Opportunities
 Transition-based

Project-based Learning:
 dynamic approach to Teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying.

EduTopia

Charles Off Academy

Implementing PBIS at COA

Then...

- Began by posting staff defined expectations
- Almost exclusively a reward system using RAPS cash

Now...

- Student defined norms become our class and school wide expectations that are posted and taught
- Data is efficiently gathered and effectively used for decision making and monitoring student progress
- Extensive PBIS professional development for all staff
- Instruction is provided for developing behavioral and academic skills and positive behavior is acknowledged and rewarded


Charles Oll Academy

Data

Shining Moment

Date: _____ Time: _____

Student: _____



Charles Oll Academy

Data

Medium Infraction Data Sheet	
<input type="checkbox"/> Kerfuffle	Date: _____ Time: _____
Describe Event:	Student: _____
<input type="checkbox"/> Use of Time	_____
<input type="checkbox"/> Use of Technology	_____
<input type="checkbox"/> Instigating	_____
<input type="checkbox"/> Attitude	_____
<input type="checkbox"/> Language	_____
<input type="checkbox"/> Horseplay	_____
<input type="checkbox"/> Other:	_____
Known Antecedent:	_____

Charles Oll Academy


Data

	Week of:					Week of:					Week of:				
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
Minor Infraction:															
Swearing															
Disruptive Behavior															
Inappropriate Technology															
Disrespectful Behavior															
Inappropriate Subject															
Kerfuffle Medium Infraction:															
Use of Time															
Use of Technology															
Instigating															
Attitude															
Language															

Charles Off Academy

Practices


- Engaging Curriculum
 - Project-based
 - Hands-on
 - Transition-focused
- Tiered fluidity
- Positive Environment
 - Genuinely caring
 - Relationships
- Routine / Flexibility
 - Clear expectations
 - Redundancy creates fluency
 - Goal setting
- Direct instruction
- Physical Environment
 - Located in a mill
 - Non-traditional setting



Charles Off Academy

Posted Expectations and RAPS Cash

- **R** Respect and Responsibility
- **A** Academics and Effort
- **P** Personal Goals
- **S** Social Expectations



Charles Off Academy

Inspiration Board

GRADUATION

WHEN: June 2015
WHERE: Highland Learning High School

FUTURE'S PLAN

Students primarily go to the go to college after from Highland Learning High School (June 2015). As either primary go to the attend the Highland Learning High School. The plan is to finish the school in September to complete the school year there.

Students in a college or university in a College. He has been employed there in several months and soon satisfied by the work.

After Graduation, Students will like to go to a 4-year college and major in something that he likes the most.

He will like to play sports and to be healthy and healthy for the college he attends.

Now, this college will be located in a state that is very sunny and. He will like to go to a big house for his friends to live together.

THE STORY


This summer, Student completed 1 and 1/2 English and 1/2 Biology. He is developing several EOP's. One will be a Physical Education because he participated in Sports in his school. Cards will be awarded based on the amount of time participating and playing 1/2 credit. Students will be in Charles's Math class, a 1/2 and 1/2 credit in English. The last will be a certificate in the school because based on the time Student has done well at his place of employment. Student plans to complete 1 credit in Physical Science through VACS. He is going to be in 1/2 credit in Spanish.

Several summer hours at CHS, Student will work on 1 English and 1/2 in science and 1/2. Student will have the opportunity to earn a 1/2 credit in US History. Add this to the credit he will have and this work based learning time. Student will like to be in one of the High Learning projects in the summer and the other 1/2 from the following year. To finish at his time, he will be in CHS. Student will participate in Future jobs in the field and be successful. Student's bright and ambitious. When he finishes his education, he is extremely successful. A certificate in the school to CHS will be presented to him and he will be in a job in the summer.

Course Title	Credits	Earned
English I	1	1
Sports in Literature	0.5	0.5
Math	0.5	0.5
English	0.5	
English	0.5	
Physical Science	1	
Biology	1	
Math	1	
Music	1	
Algebra 1	1	1
US History	1	
World Cultures	1	1
Computer	0.5	
Economics	0.5	
Art	1	0.5
Computers	0.5	0.5
Health	0.5	0.5
Physical Education	1	1
Electives	7	
Total:	22	6

Charles Off Academy

It all comes down to this, too...



Helpful Resources

- www.pbis.org
- <http://www.pbisworld.com>
- www.efintheclassroom.net
- www.interventioncentral.org
- <http://www.apbs.org>
- <http://ies.ed.gov/ncee/wwc/>
- http://csefel.vanderbilt.edu/resources/training_modules.html
- <http://www.njpbs.org/>

Keep in Touch!

- Andrea Bancroft, John Powers School
 - abancroft@slc.k12.nh.us
 - (603) 692-4411
- Jill Heath, Strafford Learning Center
 - jheath@slc.k12.nh.us
 - (603) 692-5967
- Kate Salvati, Strafford Learning Center
 - ksalvati@slc.k12.nh.us
 - (603) 692-4411
