

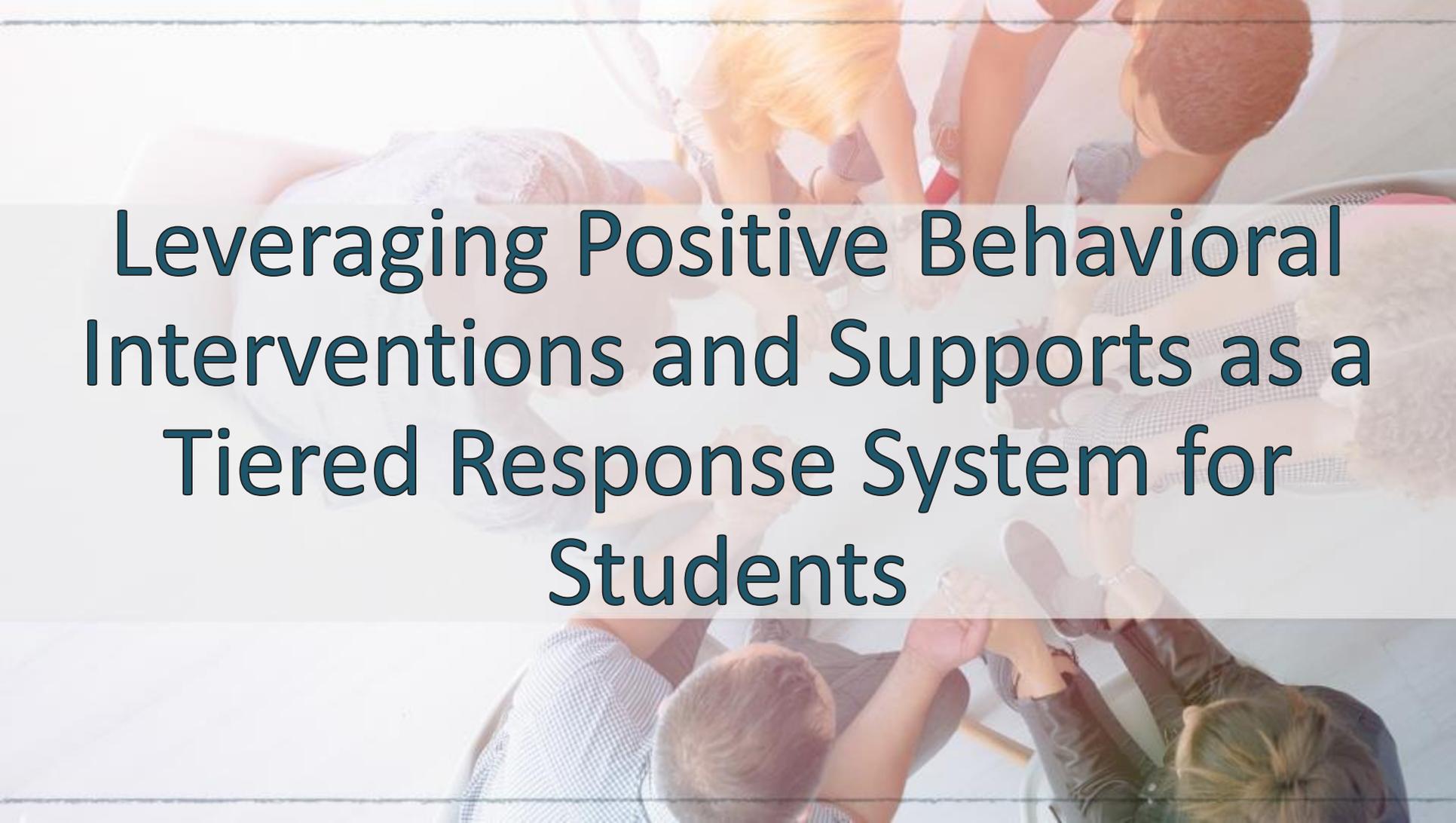
2019

BEHAVIORAL INTERVENTION SUMMIT



January 30, 2019 • Raising Cane's River Center, Baton Rouge

 **DEPARTMENT of
EDUCATION**
Louisiana Believes

A top-down view of a group of people in a meeting. They are gathered around a table, and several of their hands are raised in a gesture of agreement or participation. The image is slightly blurred and has a warm, soft lighting. A semi-transparent white banner is overlaid across the center of the image, containing the main text.

Leveraging Positive Behavioral Interventions and Supports as a Tiered Response System for Students



Overview

- Review of Positive Behavioral Interventions and Supports (PBIS)
- Improving support by building better behavioral systems
 - Foundational concepts
 - Advanced concepts
- Aligning priorities



PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

SCHOOL

FAMILY

COMMUNITY

TRAINING

RESEARCH

EVALUATION



Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.



www.PBIS.org

 What's New & Upcoming Events

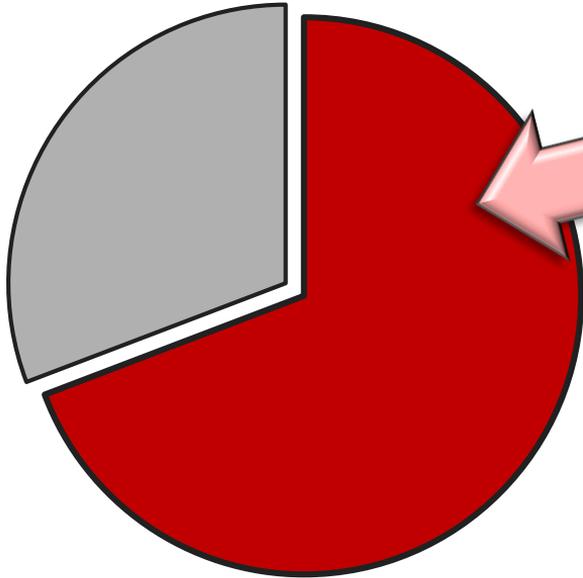
List of new postings and current information about PBIS events.

Find new postings and events >

The Technical Assistance Center on PBIS supports districts and states to **build systems capacity** for implementing a multi-tiered approach to social, emotional and behavior support.

Redesigning Behavior Intervention

2015-2016



88% of students were referred to alternative education for **minor to moderate** infractions

****Students in alternative education are:***

- 5 times more likely to dropout
- Expelled twice
- Suspended 2 times/year



Over 150 peer-reviewed studies supporting PBIS



Improved Student Outcomes

academic performance

(Horner et al., 2009)

social-emotional competence

(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD

(Lewis, 2017; Tabin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors

(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse

(Bastable, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)

Reduced Exclusionary Discipline

office discipline referrals

(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions

(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)

Improved Teacher Outcomes

perception of teacher efficacy

(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)

school organizational health and school climate

(Bradshaw, Koth, Bevans, Jalongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)

perception of school safety

(Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports

PBIS is a Process

*Applied Behavior Analysis
Positive Psychology
Skillstreaming
Data-Based Decision
Making*

Science
Practices that work

Values
Practices that impact
quality of life

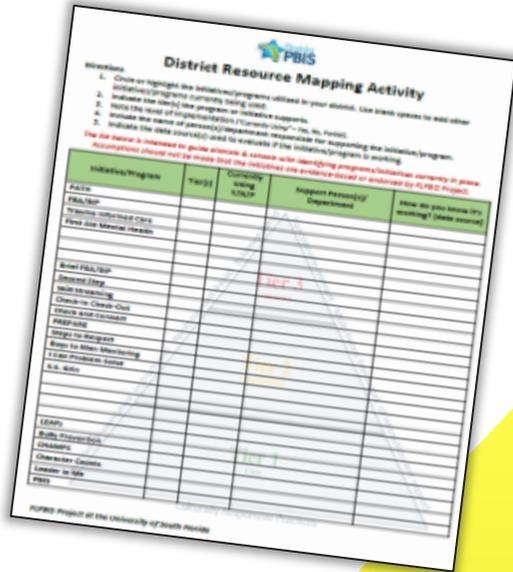
PBIS

Vision
Practices are doable,
durable and available

*Stakeholder partnerships
Practices that are easy to use
Practices that fit our community
Data to show their effectiveness*

*Culturally Responsive
Respect for individual's dignity
"Whole Person" perspective
Increased social belonging
Positive lifestyle changes*

PBIS Provides a Framework



District Resource Mapping Activity

Directions:

1. Circle or highlight the initiative/program utilized in your district. Use check marks to add other initiatives/programs currently being used.
2. Indicate the level of program or initiative supports.
3. Indicate the level of personnel/department responsible for supporting the initiative/program.
4. Indicate the name of personnel/department(s) responsible for supporting the initiative/program.
5. Indicate the date started/ended or estimate if the initiative/program is working.

Note: Use space in comments to guide entries & connect with identifying programs/initiatives currently in place. Assumptions should not be made that the initiative was evidence-based or studied by the PBIS Project.

Initiative/Program	Tier	Community using TIER	Support Personnel/Department	How do you know if it's working? (Date started)
FBA/FIP				
Positive Behavioral Interventions and Supports (PBIS)				
Check-In/Check-Out				
Group Counseling				
Coping Cat				
Second Step				
Code of Student Conduct				
Social-Emotional Learning				
Restorative Practices				
Foundations				
Community-Building Circles				
Restorative Chats				
Restorative Conferences				
Other				

Tier 3

Brief Functional Behavior Assessment (FBA);
Comprehensive FBA;
Wraparound

Tier 2

Check-In/Check-Out; Group Counseling; Coping Cat; Second Step

Tier 1

Code of Student Conduct; Social-Emotional Learning; Foundations;
Community-Building Circles; Restorative Chats; Restorative Conferences

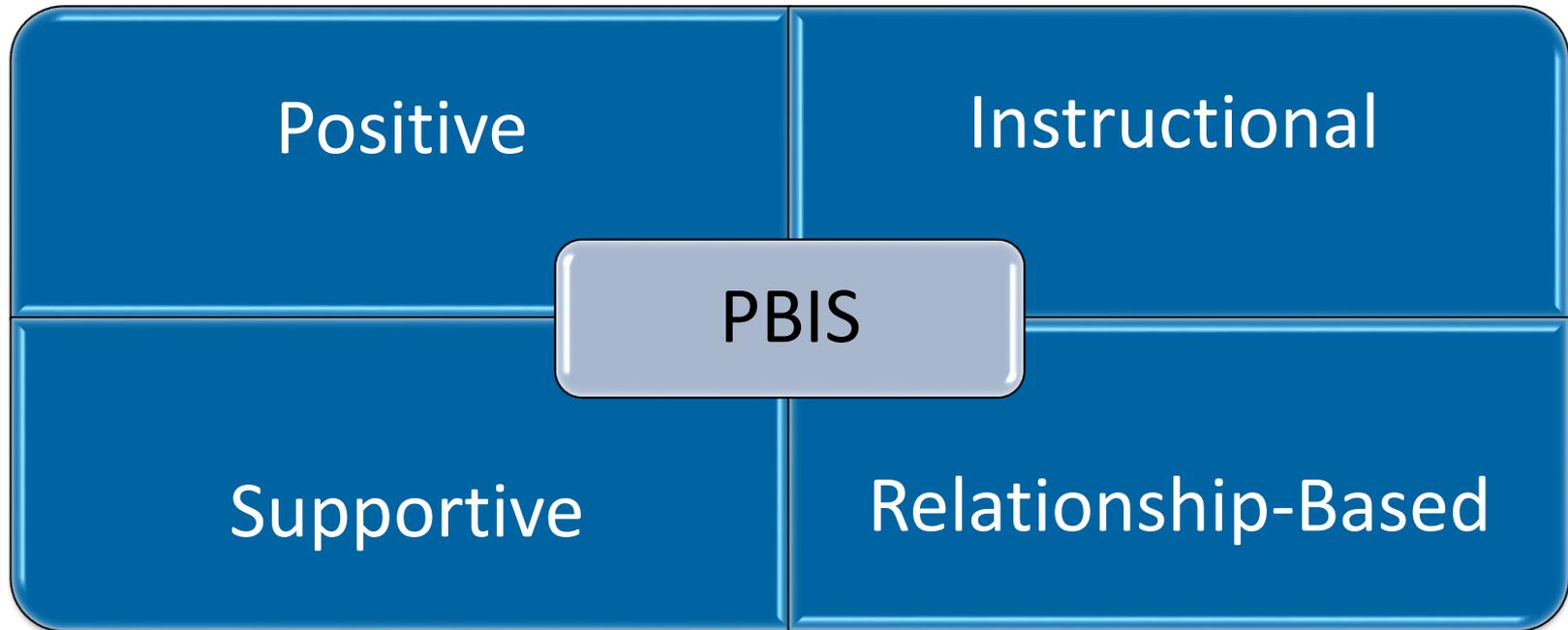
“Be Firm
about the
Values and
Science;

Be Flexible
about the
Practices.”

Rob Horner, PBIS
Leadership
Forum 2018

Lead with Your Values

The PBIS Mindset

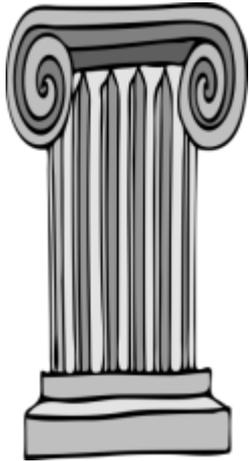


A top-down view of a diverse group of people sitting in a circle on a light-colored floor. They are all holding hands, creating a circle of unity. The people are dressed in casual to semi-formal attire. The image has a soft, warm light overlay, and a semi-transparent white banner is placed across the middle, containing the text.

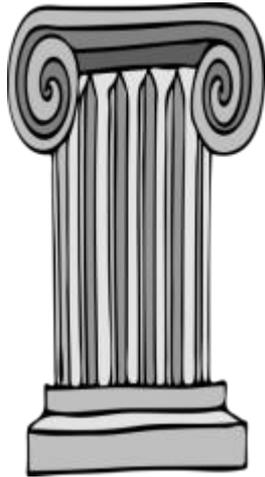
Behavioral Systems - Foundations

Pillars of Behavioral Intervention

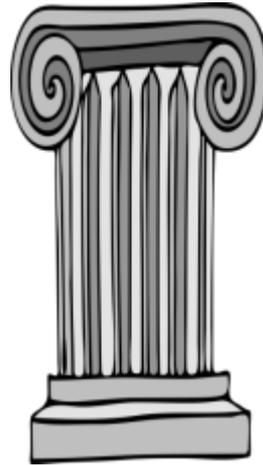
The Behavioral Intervention study group identified 5 pillars deemed foundational to achieve effective & evidence-based systems of behavioral intervention.



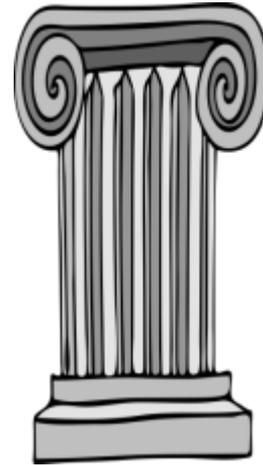
**Content &
Curriculum**



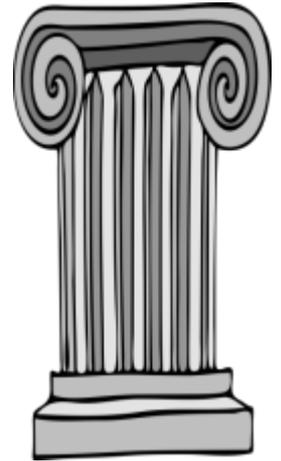
Accountability



**Professional
Learning**



**Continuum
of Support**



**Data Based
Decision Making**

OSEP PBIS can offer:

Training & resource mapping to enhance your multi-tiered behavioral framework

Content & Curriculum

Strategic planning, discipline policy, coaching framework

Accountability

Connection to nationwide experts, online learning

Professional Learning

Resources & training for all tiers; coaching

Continuum of Support

4-step problem solving, evaluation & data systems

Data Based Decision Making

Data-Based Decision Making: The 4-Step Problem Solving Process

Step 1: Problem Identification

*Are students meeting expectations?
Is this true for all students?*

Step 4: Evaluation



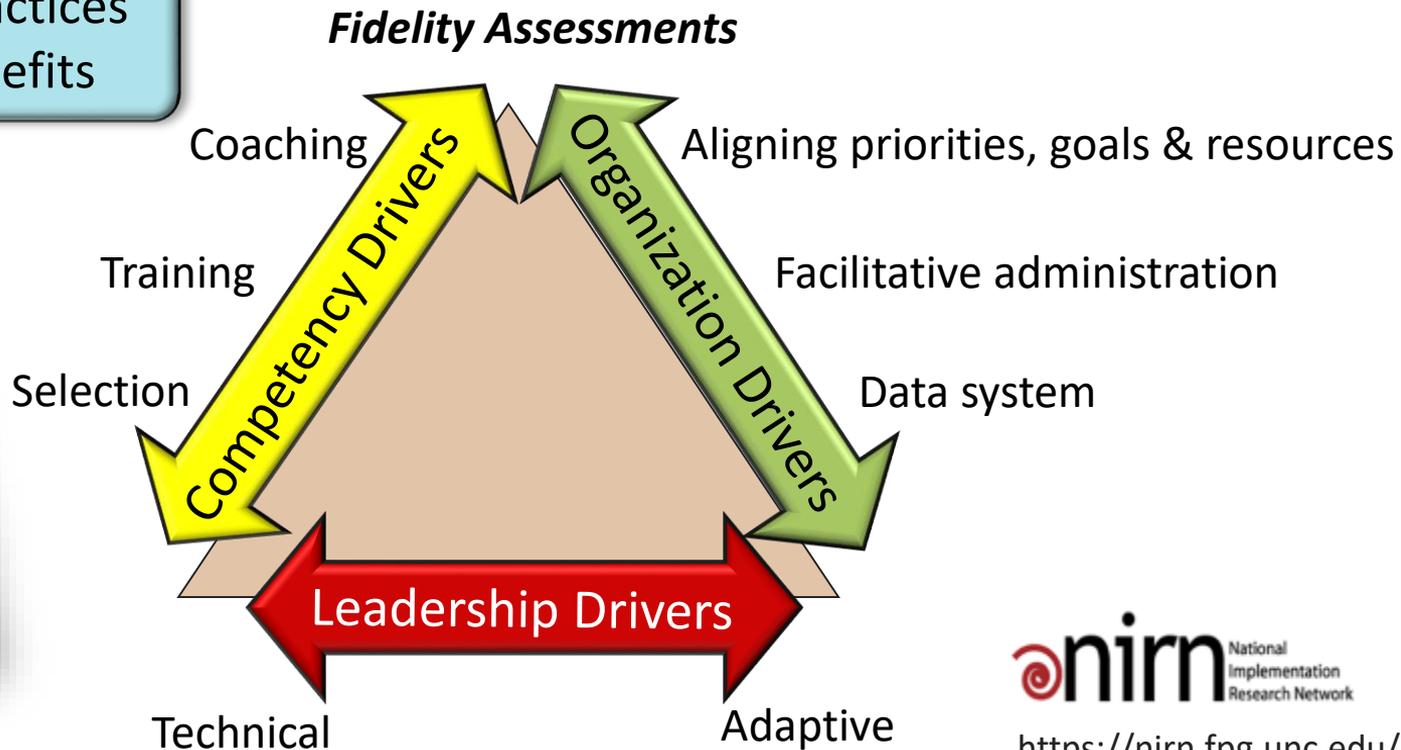
Step 2: Problem Analysis

*What barriers have prevented
them from reaching expected
levels?*

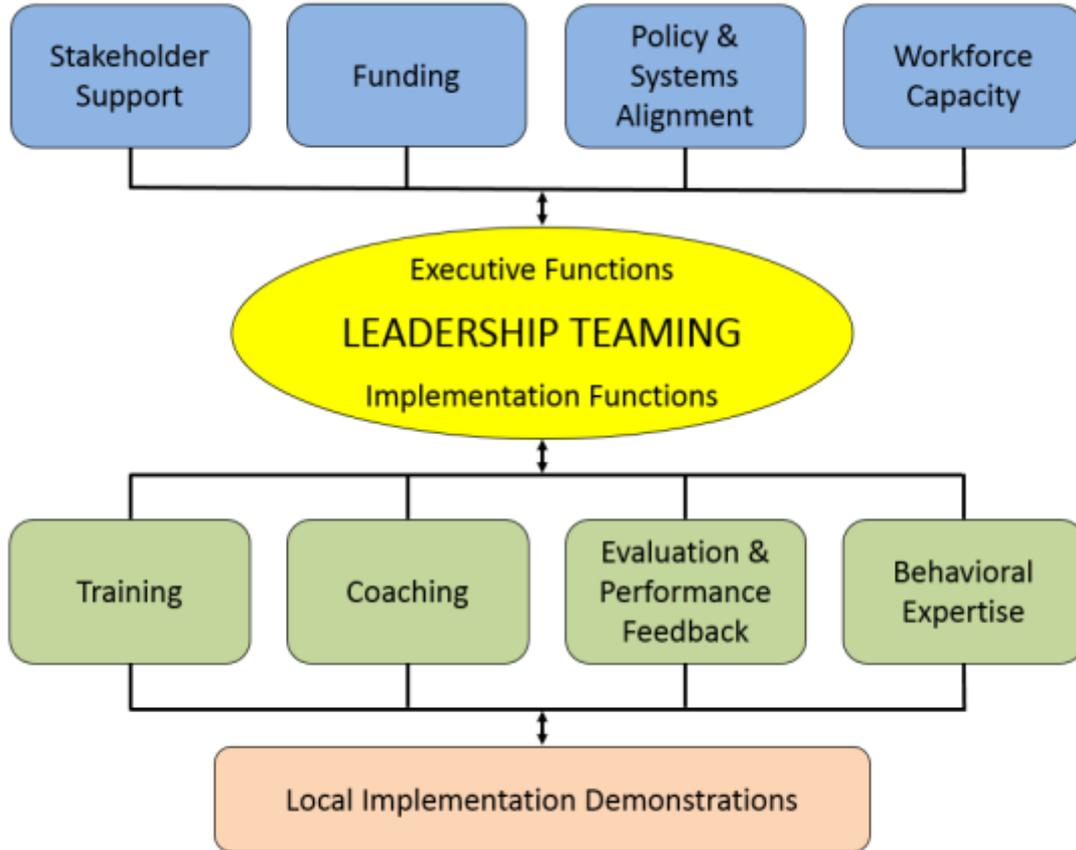
Step 3: Intervention Design

Accountability: There is no “magic bullet” ...but there is a “secret sauce”

Consistent use of practices
lead to reliable benefits



Strategic Planning



District leadership team

- PBIS Implementation Blueprint: http://bit.ly/PBIS_BLUEPRINT

Content & Curriculum, Professional Learning: Types of Training Provided

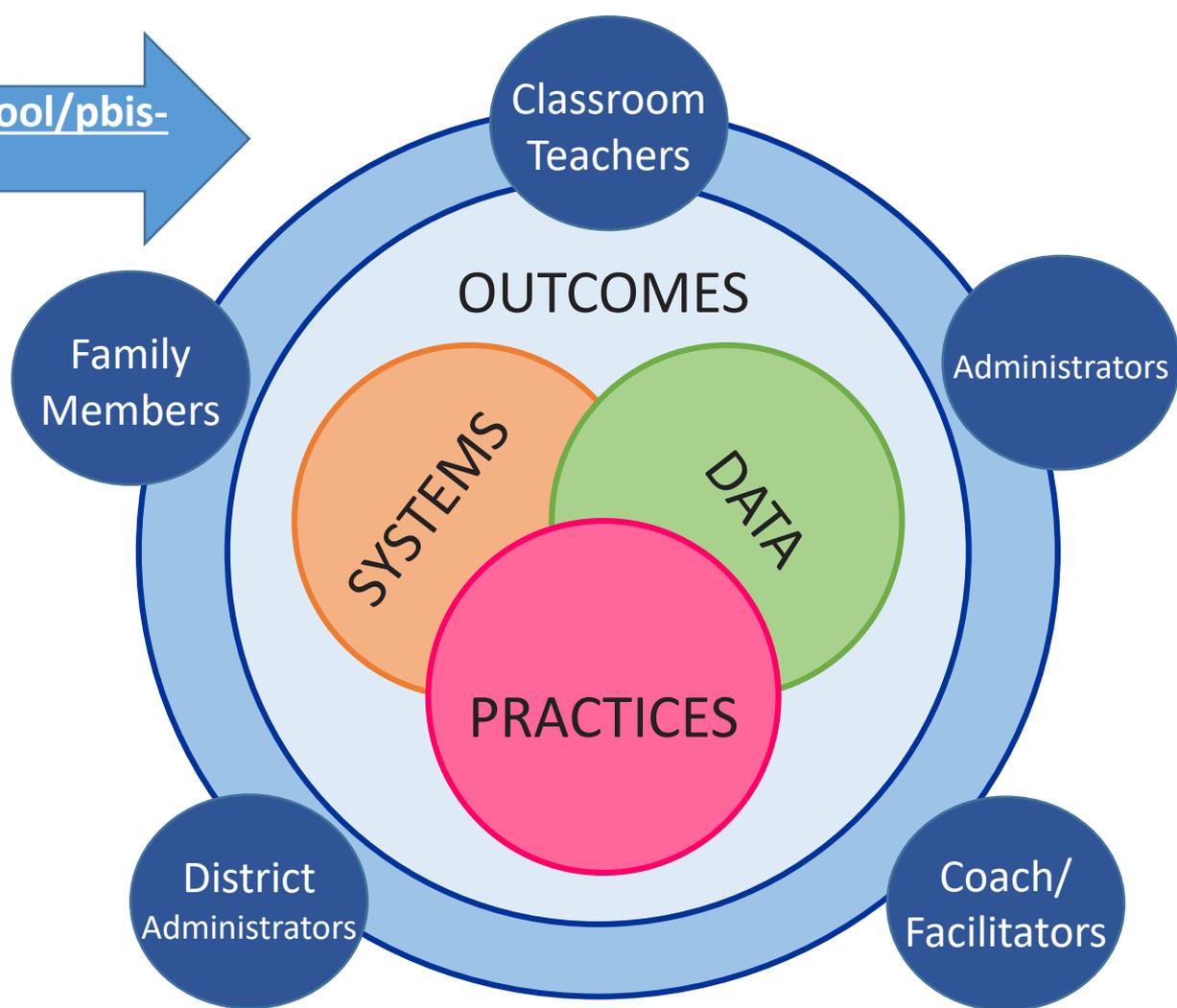
- School-Wide/Core/Initial (Tier 1)
- Implementation Planning/Refresher (Tier 1)
- Classroom Coaching (Tiers 1 & 2)
- Targeted Group/Supplemental (Tier 2)
- Individual Student/Intensive (Tier 3)
- Administrator Training
- Coaching Training

“Train the trainer” model:
Consultation & coaching to
build district capacity for
independent support.

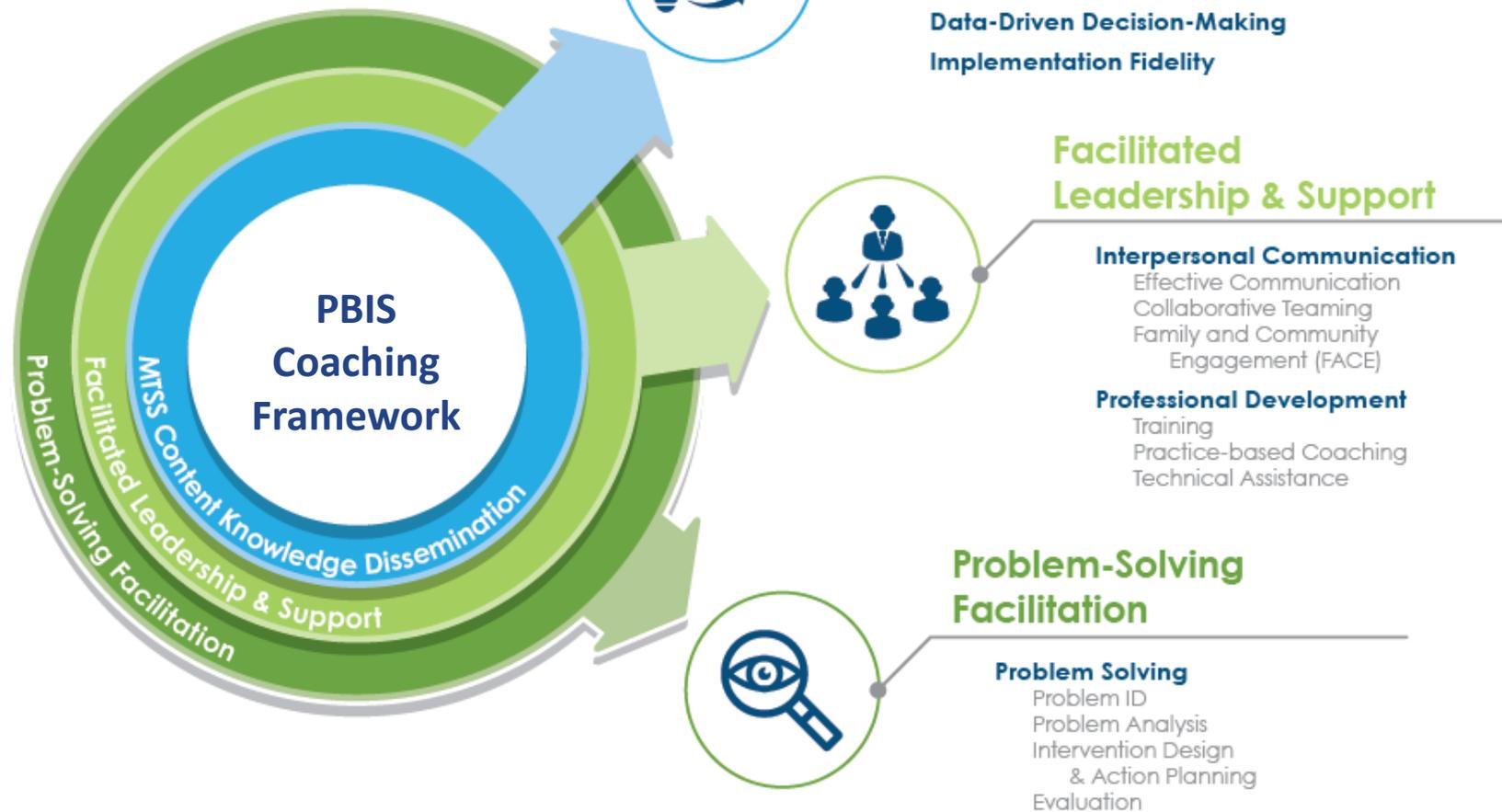
<https://www.pbis.org/school/pbis-in-the-classroom>

Effective classroom PBIS includes structures and supports provided by district and school leadership teams.

Data are an active, dynamic part of classroom decision-making that allow educators to identify patterns of strengths and needs.



Continuum of Support: The Coaching Framework





Building Coaching Capacity

- **Meet monthly with personnel who have the appropriate skill sets:**
 - Evaluate fidelity of implementation
 - Data-based decision-making
 - Utilize problem-solving process
 - Identify training needs
 - Provide district support for coaching activities
- **Conduct regular site visits:**
 - Mentor coach facilitators
 - Liaison between school and district

Data-Based Decision Making: Data Systems & Evaluation



Student Outcomes

- Discipline rate
- Attendance rate
- Climate

System Fidelity Tools

- Benchmarks of Quality
- Tiered Fidelity Instrument
- Benchmarks for Advanced Tiers

Assess/ Collect

Evaluate

Throughout Day

**Individualized
Tools**

Weekly (+)

Daily

**Behavior
Report Cards**

*2 times/
Month*

*As
incidents
occur*

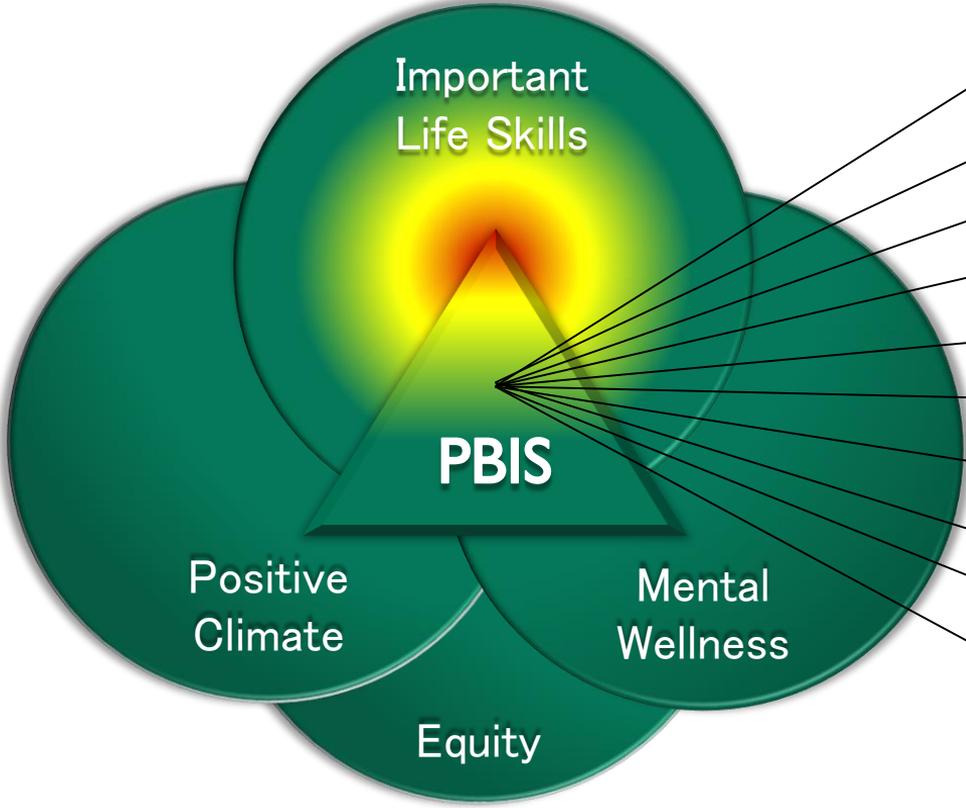
**Permanent Products,
Artifacts
Office Discipline
Referrals, Minors**

Monthly

A top-down view of a diverse group of people sitting in a circle on a light-colored floor, holding hands in a supportive gesture. The image is overlaid with a semi-transparent white banner containing the text.

Behavioral Systems – Advanced

PBIS is a Unifying Framework



- Social-emotional behavioral instruction
- Academic enabling behaviors
- Situationally appropriate skills
- Encouragement & reassurance
- Positive interactions
- Relationship building
- Predictable & safe environments
- Understanding
- Inclusion
- Seeking feedback for improvement



PBIS Technical Assistance Center Recommendations for Addressing Disproportionate Discipline

1. Use effective instruction to reduce the achievement gap
2. Implement Tier 1 PBIS to build a foundation of prevention
3. Collect, use & report disaggregated discipline data
4. Develop policies with accountability for disciplinary equity
5. Teach neutralizing routines for vulnerable decision points

Equity Resources

Examples of Engaging Instruction

Recommendations for Addressing Discipline Disproportionality in Education

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

PBIS Cultural Responsiveness

Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams

Ambra Green, Rhonda Nese, Kent McIntosh, Vicki Nishioka, Bert Eliason, & Alondra Canizal Delabra

OSEP PBIS Practice Guides:

<https://www.pbis.org/school/equity-pbis>

- General recommendations
- Recommendations for data
- Policies
- Instruction
- Culturally Responsive Implementation

This practice guide is one of a series of guides for enhancing equity in school discipline. The guides are based on a 5-point multicomponent intervention described by McIntosh, Girvan, Horner, Smolkowski, and Sugai (2014). The 5 points include engaging instruction, School-wide PBIS as a foundation for culturally-responsive behavior support, use of disaggregated discipline data, equity policies, and reducing bias in discipline decisions. This guide addresses equity policies.

The recommendations and guides are available at:
<http://www.pbis.org/school/equity-pbis>.

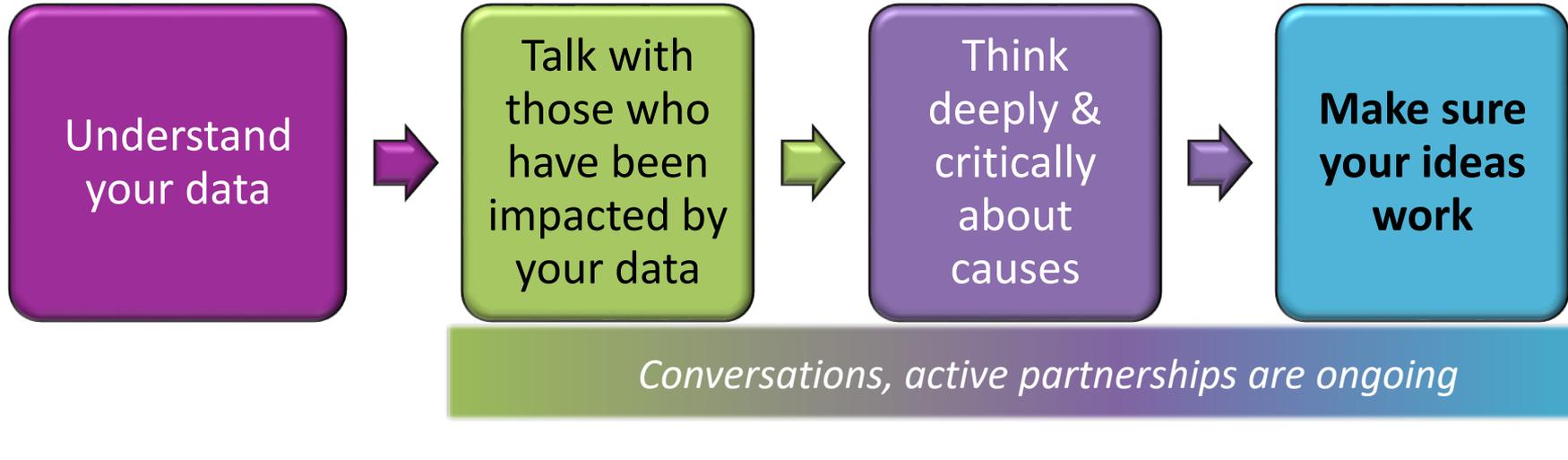
Introduction

The purpose of this guide is to provide resources for districts and schools in developing policies and procedures to reduce racial and ethnic disproportionality in school discipline. The guide will describe and provide examples of key elements for policy and their application in schools. It also provides a process and tool for assessing aspects of policies to enhance equitable discipline.

Audience

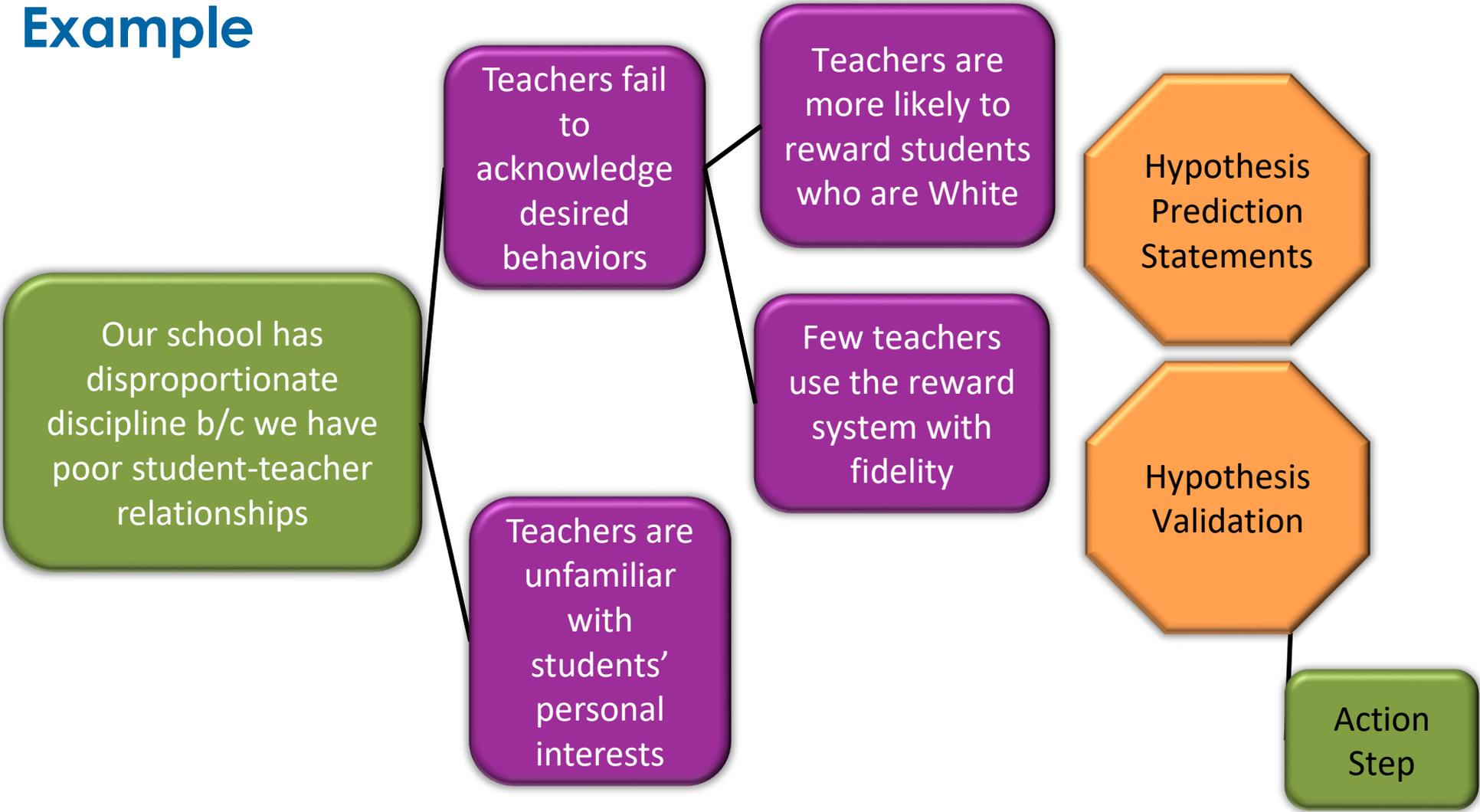
This guide is designed primarily for use by district teams seeking to reduce racial and ethnic disproportionality in school discipline, regardless of whether they are implementing SWPBS. It provides examples of content that could be included in board policies or district administrative rules and regulations. School teams may also use this guide in developing school-specific policies and procedures. This guide is not intended to replace legal counsel for policies required by local, state, and federal legislation.

Addressing Root Causes



- Highlight inconsistencies in understandings
- Work around implicit biases
- Provide opportunity for stakeholders to validate problem & contribute to the solution

Example



PBIS and School Climate

Five Ways Schools can Positively & Proactively Support All Students

School Climate: Academic Achievement & Social Behavior Competence

ESSA Guidance: Aligning the School Climate Indicator & PBIS

<https://www.pbis.org/training/technical-guide>

PBIS PRACTITIONER'S GUIDE¹

Addressing School Climate: 5 Ways Schools Can Positively and Proactively Support *All* Students^{2,3}

Technical Brief

School Climate: Academic Achievement and Social Behavior Competence¹

Center for Positive Behavioral Interventions and Supports²

September 14, 2016

1. What is the purpose of this technical brief on school climate?

The purpose of this technical brief is to provide an operational and applied overview of school climate that can guide decisions related to policy, professional development, and practice and systems implementation at the classroom, school, district, and state levels.

Rather than providing a comprehensive review of the school climate literature, we address common questions from a prevention-based and behavioral science perspective (Biglan, 1995, 2015). We emphasize observable applications, measurable outcomes, defensible practices, and data-based decision-making. In addition, we adopt a multi-tiered support systems (MTSS) framework to guide implementation and decision-making. In addition, we give priority to (a) a behaviorally-based theoretically approach, (b) peer-reviewed empirically supported practices, (c) important outcomes related to academic achievement and social competence, (d) operationally defined and decision-based data measures and systems, and (e) data-informed implementation systems.

Bully Prevention, Social Emotional Competencies & Getting Back to School After Disruptions

Bully Prevention

<https://www.pbis.org/school/bully-prevention>

Bully Prevention in SWPBS

Bully Prevention Manual
Reducing bullying

- Bully Prevention Manual
- Bully Prevention Manual

French version (updated 2014)

- Prévention du comportement inapproprié (Middle & High School Level)
- La prévention de l'intimidation dans les écoles (Middle & High School Level)

Reducing Effectiveness of Bullying Behavior in Schools prepared by George Sugai (University of Connecticut-Storrs), Rob Horner (University of Oregon- Eugene), and Bob Algozzine (University of North Carolina-Charlotte)

PBIS Positive Behavioral Interventions & Supports
HELP TECHNICAL ASSISTANCE CENTER

April 2018

Teaching Social-Emotional Competencies within a PBIS Framework

Susan Barrett, Mid-Atlantic PBIS Network
Lucille Eber, Midwest PBIS Network
Kent McIntosh, University of Oregon
Kelly Perales, Midwest PBIS Network
Natalie Romer, University of South Florida

Increasingly, research shows that teaching social-emotional competencies within a prevention framework is more effective than a curriculum does not. (Greenberg, Domitrovich, & Elias, 2010) Behavioral interventions that teach social-emotional competencies within a PBIS framework

PBIS Positive Behavioral Interventions & Supports
HELP TECHNICAL ASSISTANCE CENTER

September 2017

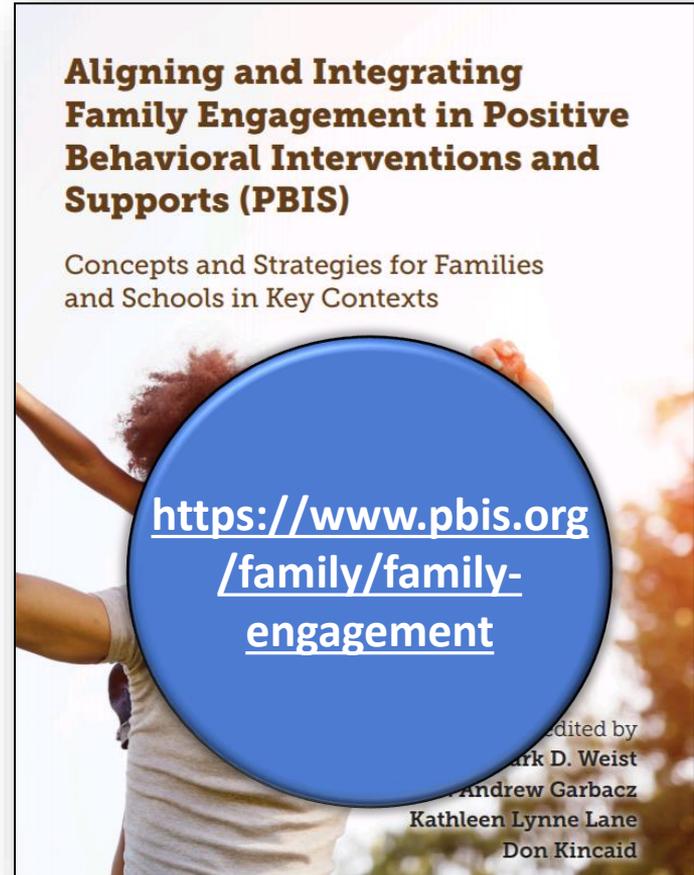
Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive

Bradway, ...

... supportive relationships ...
... sized. Students experiencing ...
... setting events, may have ...
... vision, or food insecurity ...
... e, and most positive setting, ...
... es or basic comforts.

<https://www.pbis.org/training/technical-guide>

School Mental Health, Family Engagement



PBIS in Juvenile Justice/Alternative Settings

Juvenile correction resources include:

- Tier 1
- Tier 2
- Tier 3
- Multi-Tiered systems
- Tools
- Journal articles
- Voices from the field
- Conference presentations
- Websites

NATIONAL TECHNICAL ASSISTANCE CENTER ON
POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

**Resources for Facility-wide PBIS Implementation
in Juvenile Corrections and Residential
Settings/Facilities:
From Adoption Consideration to Initial Implementation
to Sustained Implementation**

Kristine Jolivette, Ph.D.
University of Alabama

Skip Kumm, MAT
University of Illinois – Chicago

<https://www.pbis.org/community/juvenile-justice/fwpbis-resources>

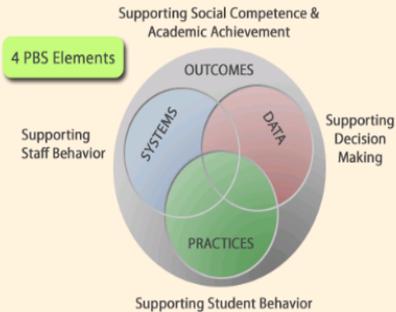
High School Implementation

High School PBIS

Thousands of high schools in the U.S. research specific to high school implementation is still emerging. Implementation of PBIS in high schools is consistently longer and a growing literature base suggests that PBIS implementation on to a set of variables beyond those found in school. It has been demonstrated that the implementation of PBIS in high schools are of equal importance (Doren, Kato, & Fenning, 2013). At all school levels, a leadership team that works with the school and monitor schoolwide outcomes; (2) develop systems to support and monitor schoolwide practices to increase a positive social climate; and (3) develop data management systems to monitor progress and make effective changes in the school context.

[Tweet](#) [Share](#)

<https://www.pbis.org/school/high-school-pbis>



Lessons Learned on Implementation of PBIS in High Schools

Current Trends and Future Directions

<https://www.pbis.org/resource/1257/lessons-learned-on-implementation-of-pbis-in-high-schools>



PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

A top-down view of a diverse group of people sitting in a circle on a light-colored floor, holding hands in a supportive gesture. The image is overlaid with a semi-transparent white horizontal band containing the text.

Aligning Priorities



Activity: Turn & Talk

How will/ how does your parish's system of behavioral interventions support the priorities identified in the School System Planning Framework?

Core Academics

Students with Diverse Needs

Workforce Talent

Local Educational Agency Systems



Example

School System Planning Framework

Domain 1: Core Academics

1. High-Quality Curricula
2. High-Quality Teacher Professional Development
3. High-Quality Assessments
4. Post-Graduation Preparation
5. Middle School & High School Academic Counseling

Behavioral Intervention supports this domain by:

1. Providing a Tier 1 curricula for social/ emotional/ behavioral/ organizational skills to support academic-enabling behaviors.
2. Providing teachers with tools for minimizing disruptions in their classrooms.



Activity Debriefing

- Examples
- Domains/ areas of focus that were difficult to align with behavioral supports
- Why might it be valuable to examine how these priorities align?
 - Clarity of actions/priorities
 - Funding
 - Buy-in



The Office of Special Education Programs Technical Assistance Center on PBIS

“The good news is that *a few changes* can produce *a very large difference* – changes do **not** have to be revolutionary to be transformative.”

(Crom, 2007)

<http://nirn.fpg.unc.edu/learn-implementation/improvement-cycles>

Thank you for your time!



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Florida's Positive Behavioral
Interventions & Support Project

flpbis.org