

Implementation of School-wide Systems of Positive Behavior Supports:

**Establishing Commitments and Readiness
at District and School Levels**

**Lucille Eber Ed.D
State Director, IL PBIS Network
www.pbisillinois.org**

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Implementing School-wide Positive Behavior Support

1. Establish PBIS leadership team
2. Secure commitments & resources
3. Self-assess and build action plan
 1. Tailor implementation to your school culture
- Arrange for high fidelity implementation
 - Define, teach, monitor, reward behavioral expectations
 - Build continuum of consequences for behavioral errors
 - Establish high-intensity interventions for students with chronic problem behavior.
1. Collect and use data for on-going decision-making.
6. Establish systems for small group and individual behavior support for students with more complex needs



Challenges :

- ✓ Fragmentation of efforts on behalf of youth
- ✓ Lack of effective behavior practices in schools
- ✓ Lack of data-based decision making
- ✓ Low fidelity or low dosage interventions

Positive Behavioral Interventions & Supports

“PBIS” is a research-based *systems* approach designed to enhance the capacity of schools to...

- Effectively educate all students, including students with challenging social behaviors
- Adopt & sustain the use of effective instructional practices

What SW-PBIS is...

- Evidenced based practices imbedded in a systems change process
- A prevention continuum that includes wraparound value-based practices
- A process with conceptual foundations in Applied Behavior Analysis (ABA)
- A framework for organizing mental health supports and services for all students

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Behavioral Systems

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions

5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

80-90%

- All students
- Preventive, proactive

1-5%

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

5-15%

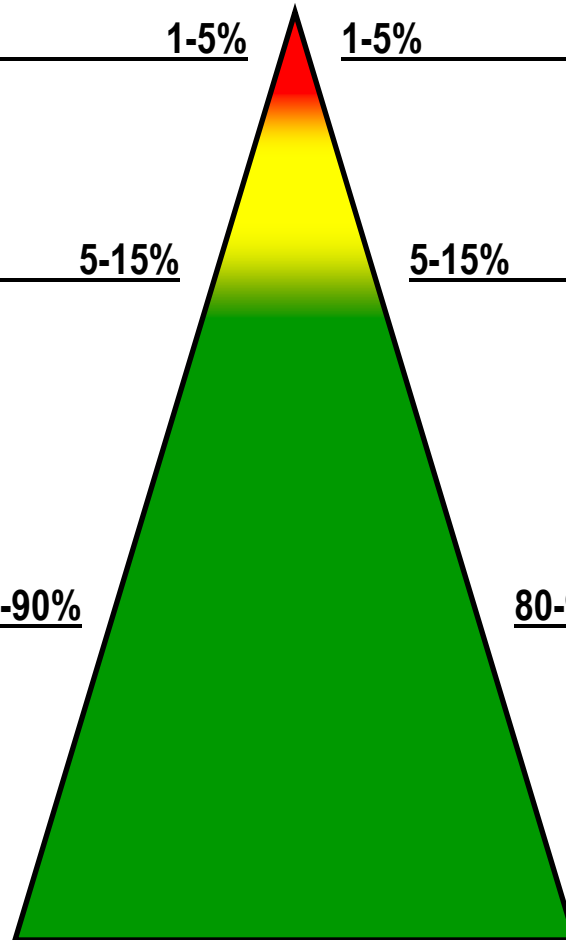
Tier 2/Secondary Interventions

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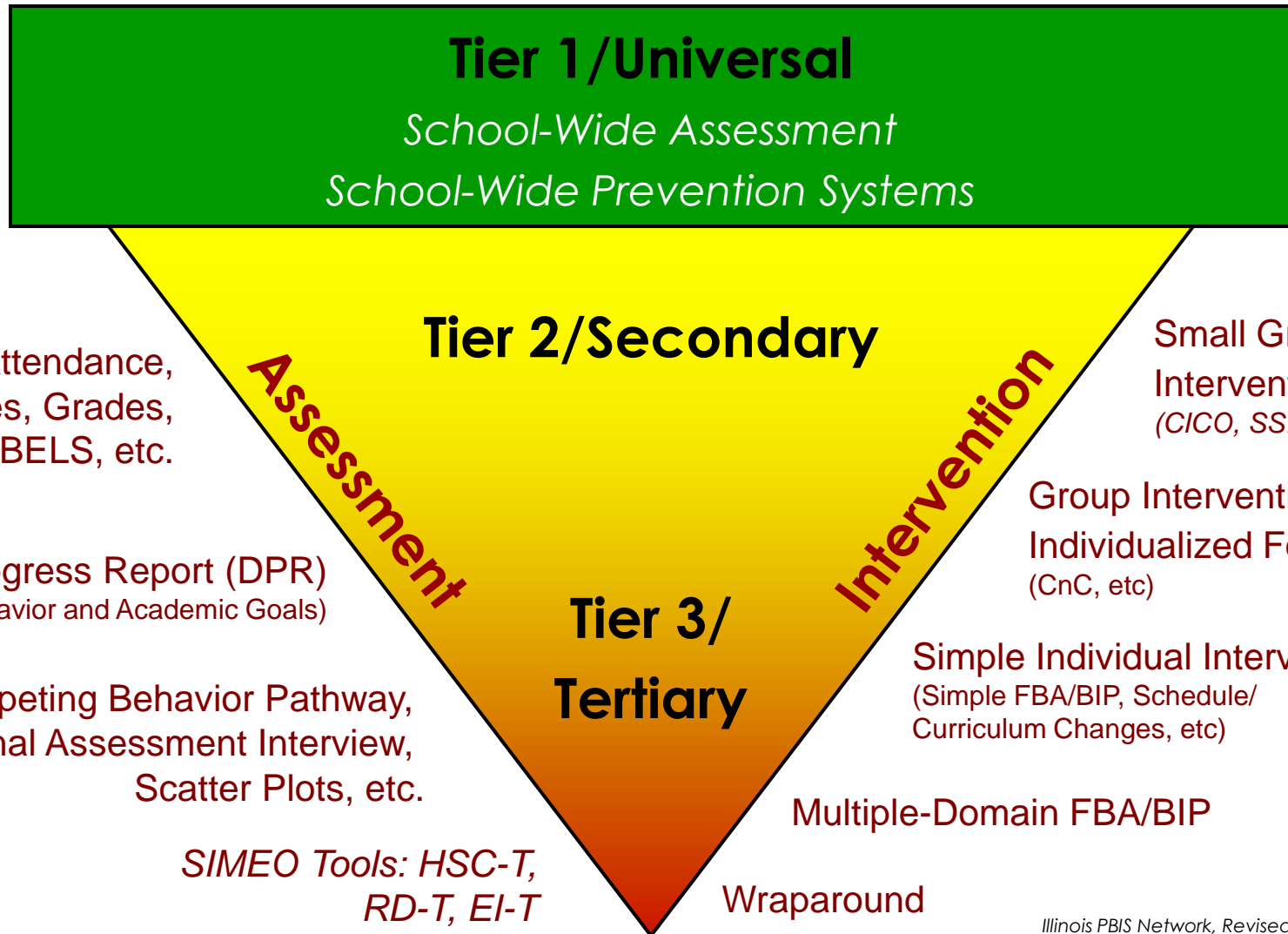
80-90%

Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive



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



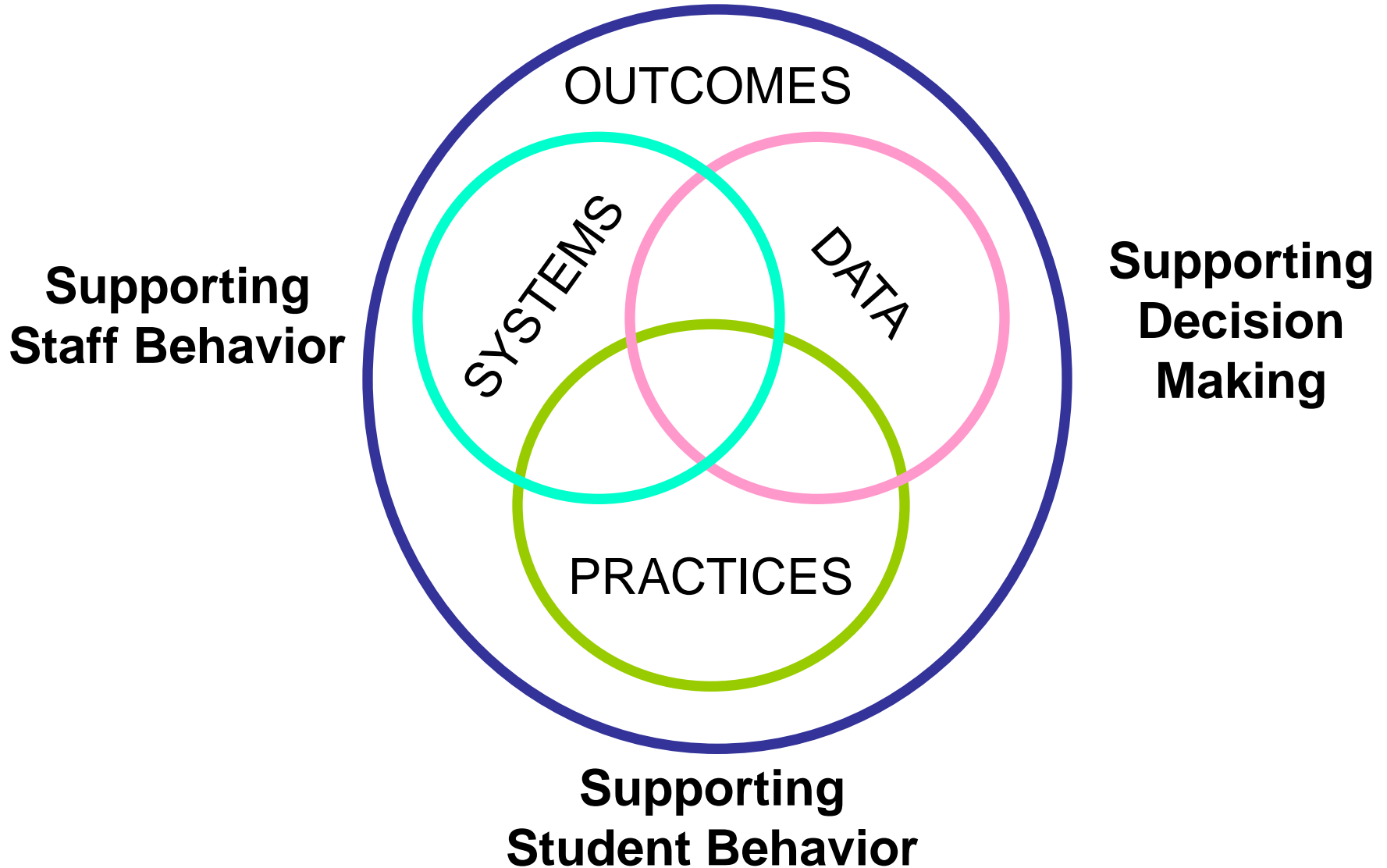
Types of Group Interventions Targeted -Tier 2

- Check in/ Check Out Systems
- Check and Connect
- Newcomers Club
- Homework Study Groups
- Anger Management Instructional Group
- Other Social Skills Instructional Groups
- “Support” Groups (divorce, grief, etc)

What SW-PBIS is NOT

- ✓ A curriculum, or a packaged program
- ✓ Just about tangible reinforcement
- ✓ Just about discipline
- ✓ A Special Education program

Social Competence & Academic Achievement



Critical Features of SW-PBIS

- ✓ Team driven process
- ✓ Instruction of behaviors/social skills
- ✓ Data-based decision-making
- ✓ Instruction linked to evaluation
- ✓ Defines social culture of the school



What's Different...

A Systems Change Process

Goal is to establish **host environments** that support adoption, sustain use, & expansion of evidence-based practices
(Zins & Ponti, 1990)

Systems Change Focus:

- ✓ **Team-based Problem Solving**
 - Efficient use of time, other resources
- ✓ **Expedited application of innovation**
 - Fidelity and sustainability
 - Student outcome focus
- ✓ **Data-based Decision Making**
 - system & practice levels
 - Fidelity and effectiveness
- ✓ **Accountability-based staff development**
 - Quality linked to student outcomes
- ✓ **Community/Family Collaborations**
 - Across all three tiers of the system

What does PBIS look like?

SW-PBS (primary)

- **>80% of students** can tell you what is expected of them & give behavioral example because they have been taught, actively supervised, practiced, & acknowledged.
- **Positive** adult-to-student **interactions** exceed negative
- **Data- & team-based** action planning & implementation are operating.
- **Administrators** are active participants.
- **Full continuum of behavior support** is available to all students

Secondary & Tertiary

- **Team-based** coordination & problem solving
- **Local** specialized behavior capacity
- **Function-based** behavior support planning; targeted groups and individually delivered
- **Person-centered**, contextually & culturally relevant
- Capacity for **wraparound facilitation**
- **District/regional** behavioral capacity
- Linked to **SW-PBS** practices & systems

Action Plan Elements: Universal Level

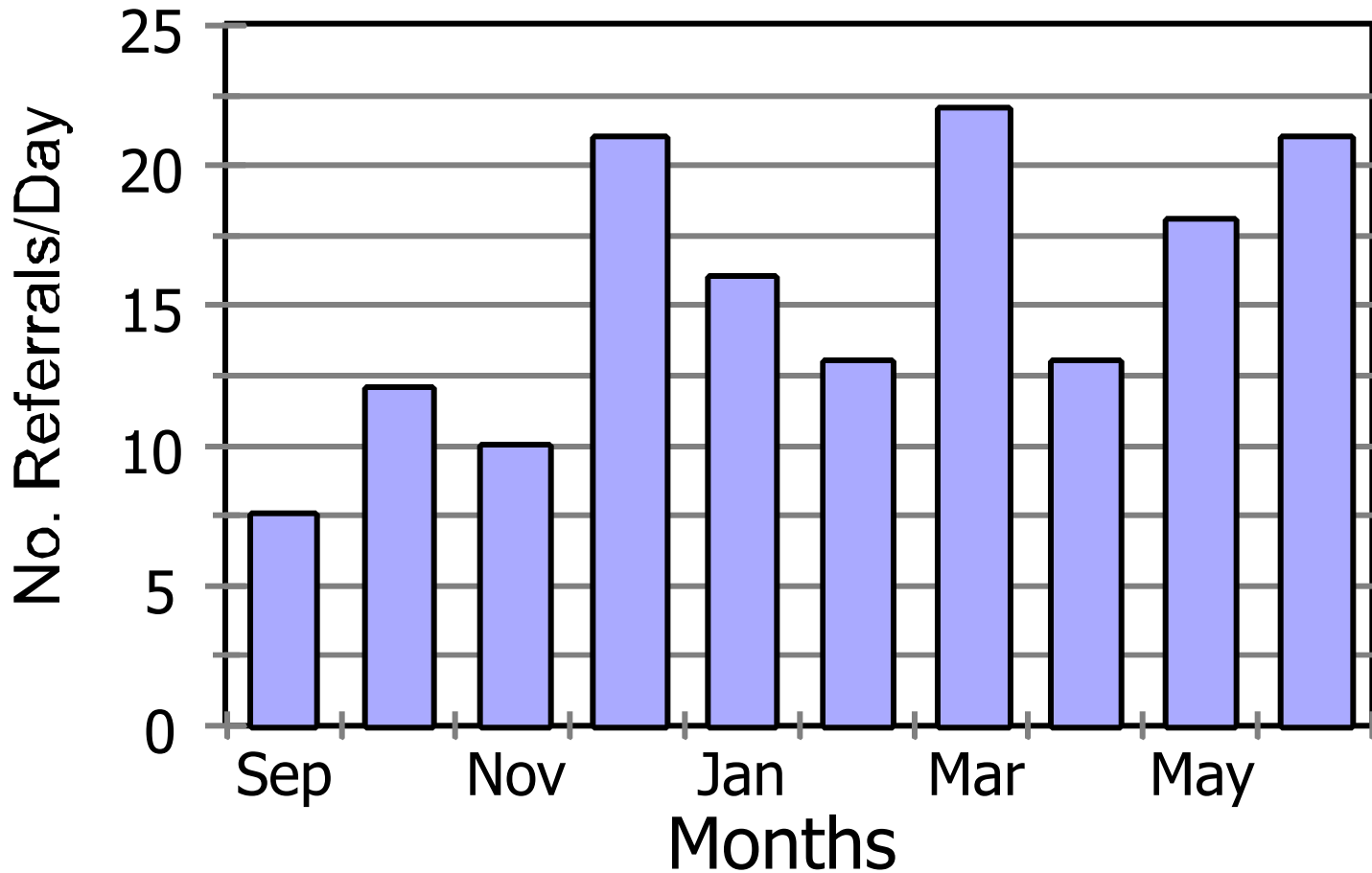
1. Self evaluate building strengths and needs
EBS/Self-Assessment Survey
2. Establish procedures for on-going monitoring and evaluation
Data Collection & Use
3. Establish a clear set of positively stated behavioral expectations
School-Wide Expectations
4. Clearly define expected behaviors for classroom/non-classroom
Matrix/Behavioral Curriculum
5. Establish procedures for teaching expected behavior
Cool Tools/Behavioral Lesson Plans
6. Establish a continuum to encourage/celebrate expected behaviors
Acknowledgment Plan
7. Establish procedures for discouraging inappropriate behavior
Problem Solving & ODR

Universal Example

- **Leadership Team identifies need**
 - **High frequency of bullying (data)**
- **Lessons taught school-wide (all staff all kids)**
 - **Direct instruction linked to “Respect” expectation**
 - **Practice activities in all settings**
 - **Prompts in settings (i.e. playground, halls, classroom)**
 - **Recognition of skills being demonstrated**
- **Assessment of outcomes**
 - **Has bullying decreased?**

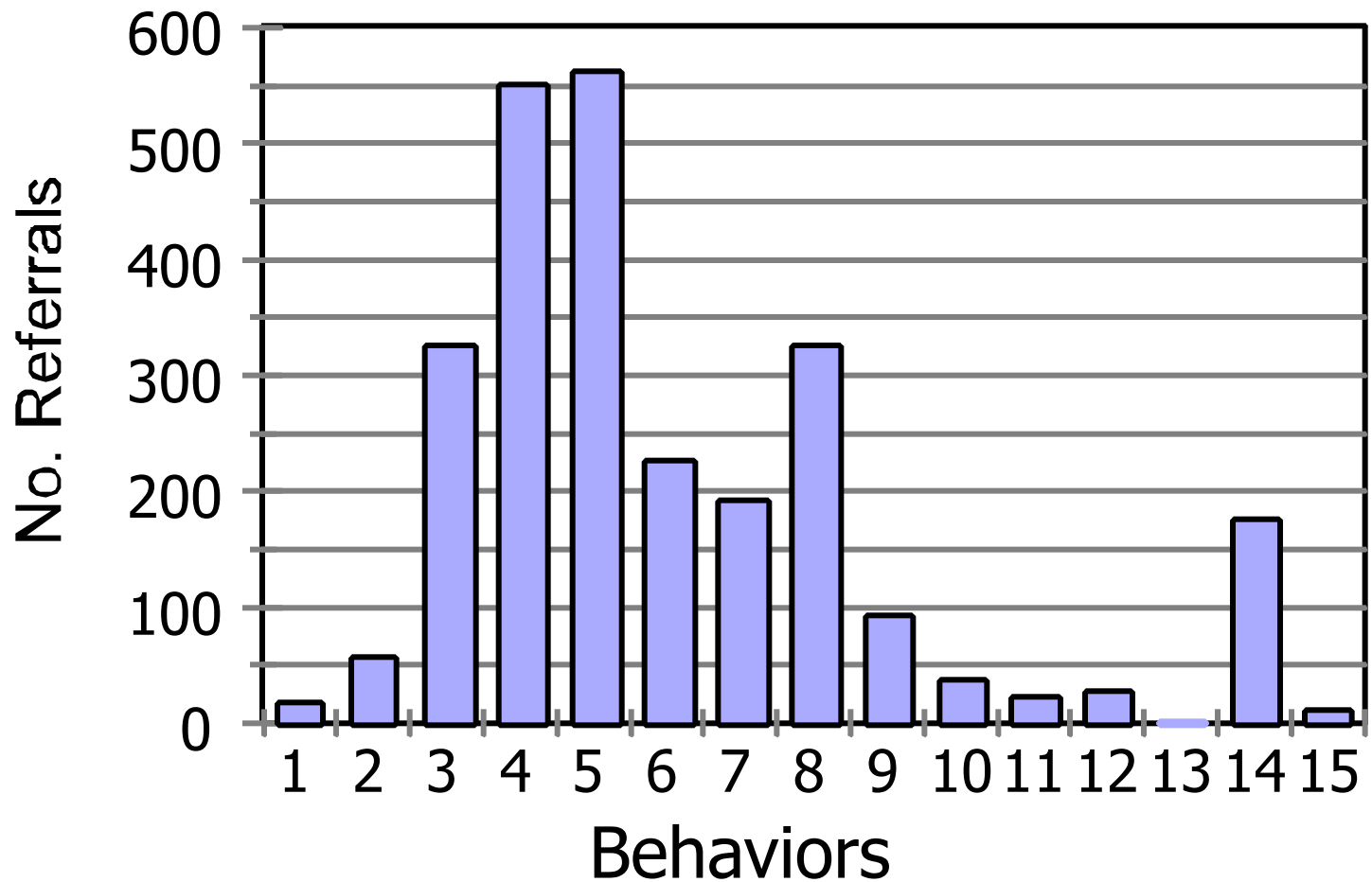
Office Referrals per Day per Month

1994-1995



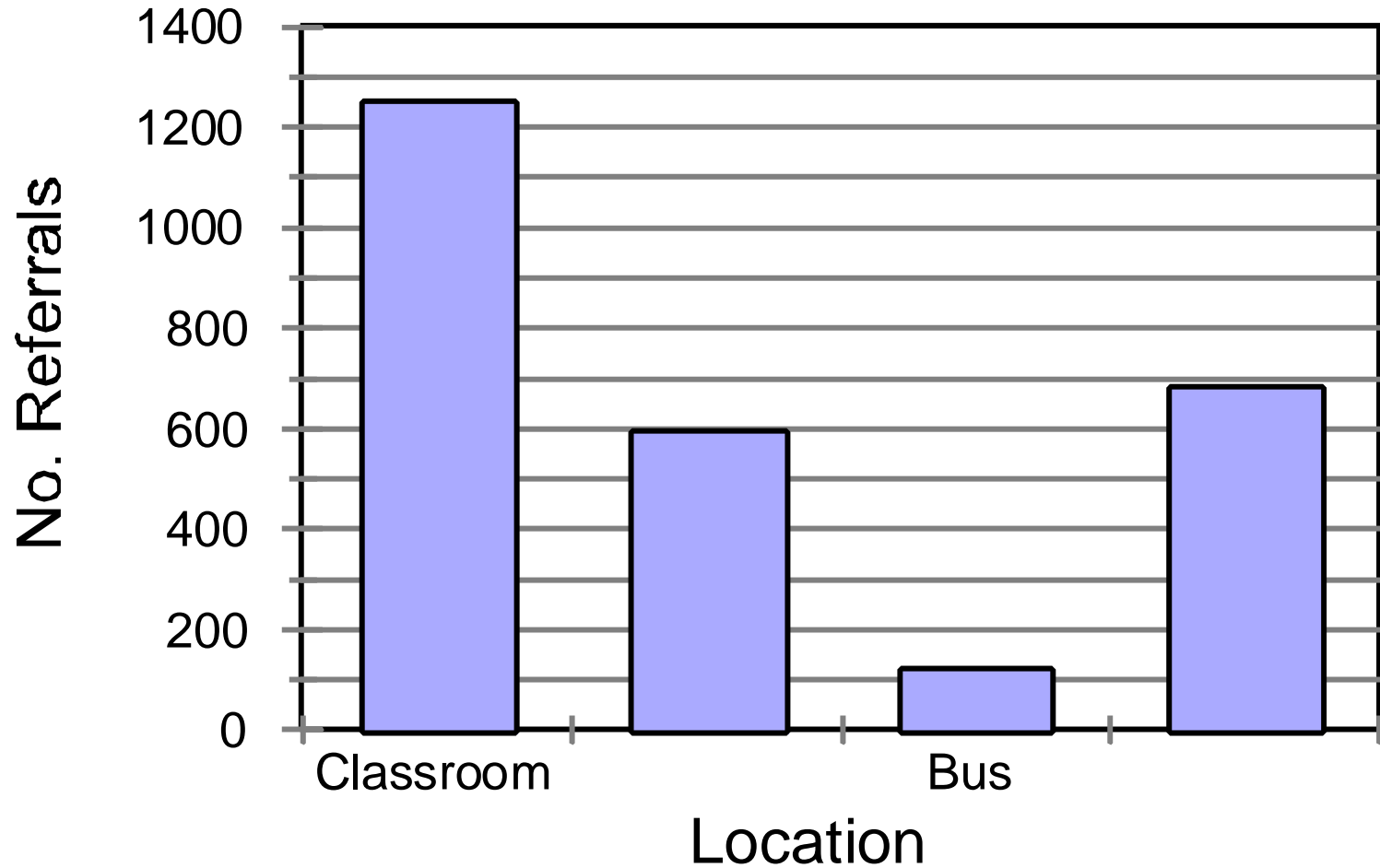
Office Referrals by Behavior

1994-1995

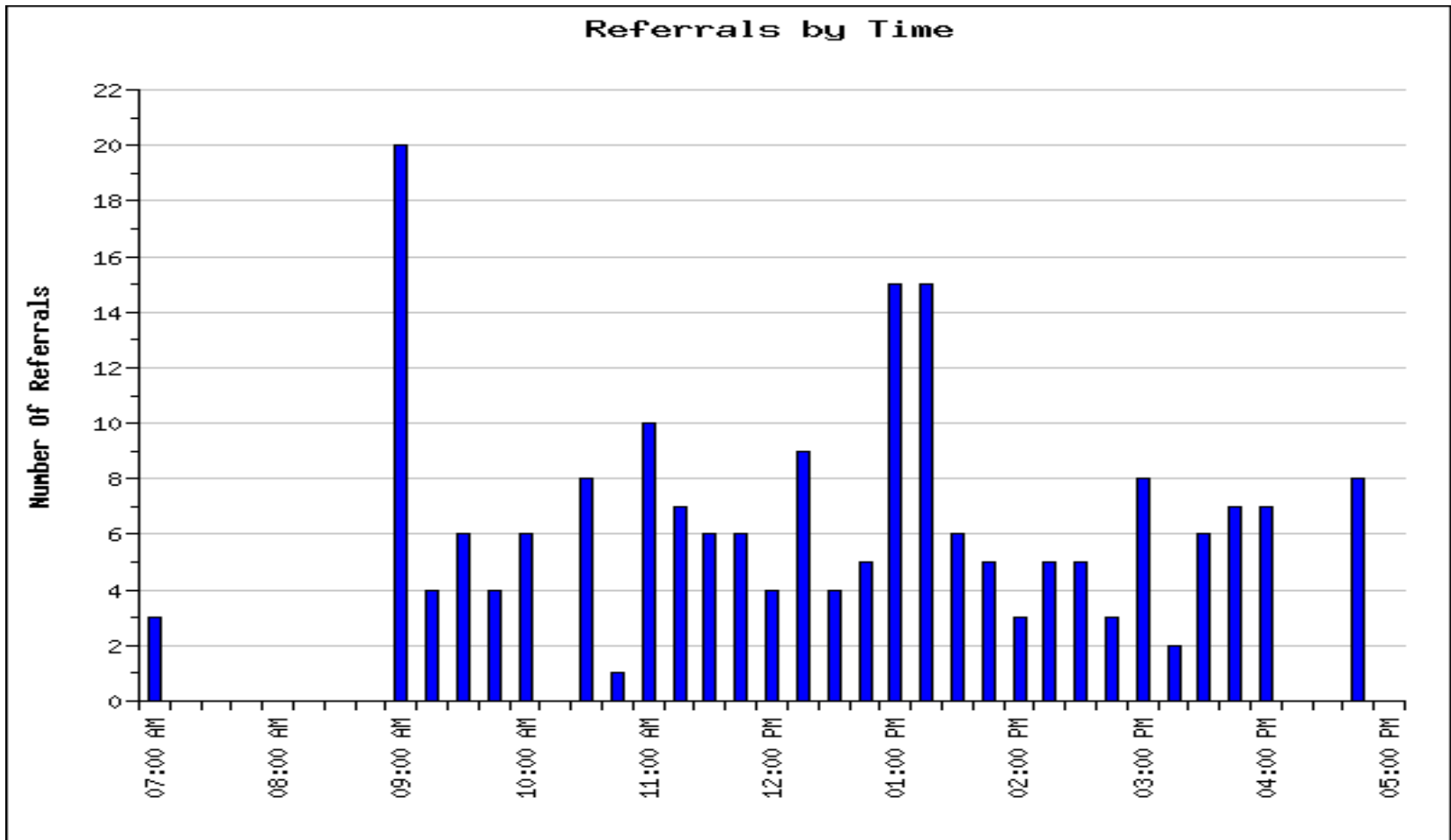


Office Referrals by Location

1994-1995

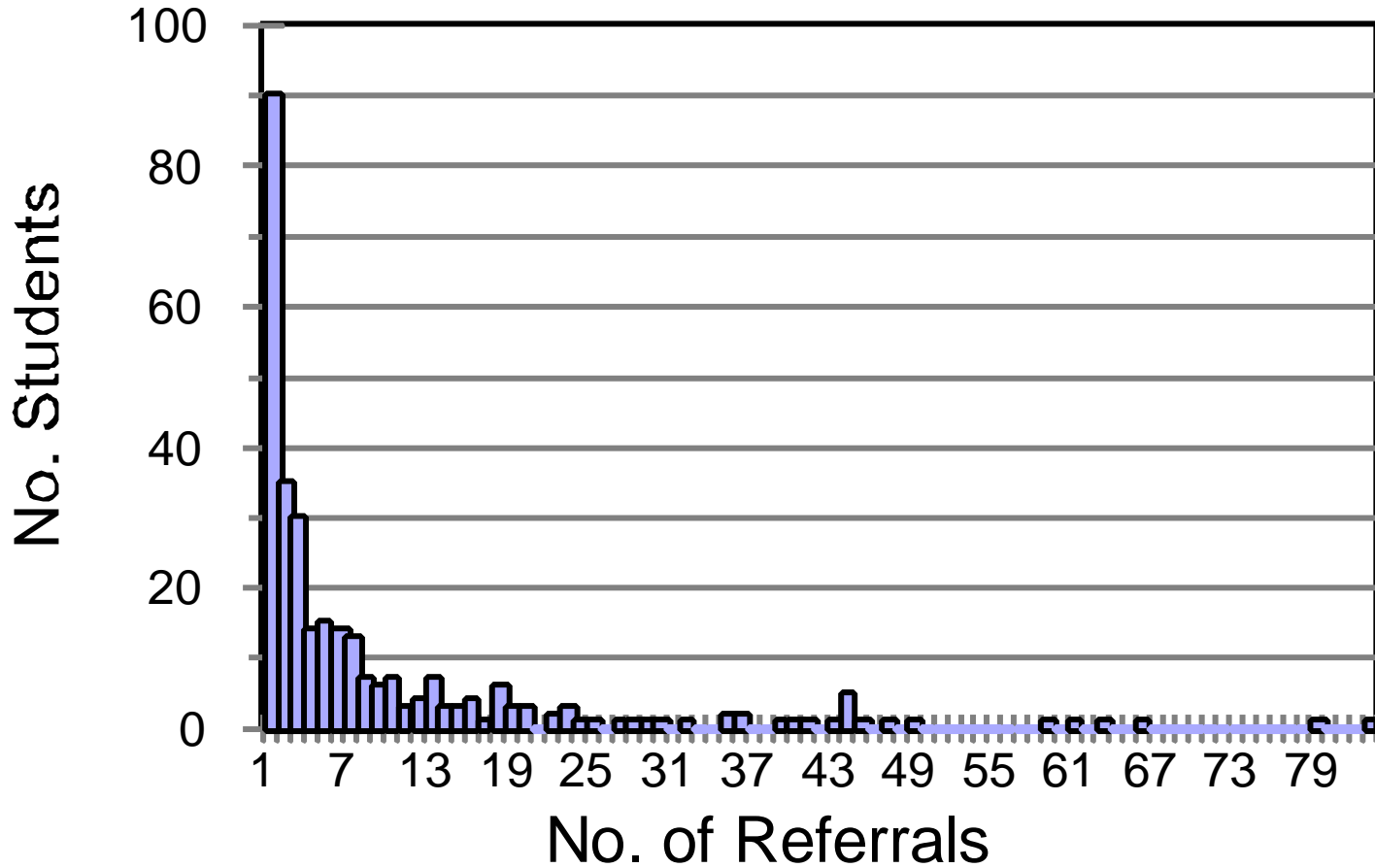


Major ODR's by Time - Mid Year (9/2/02-3/01/03)



Office Referrals by Student

1994-1995



Critical Features of Secondary/ Tier 2 Group Interventions

- Intervention is **continuously** available
- Rapid access to intervention (72 hr.)
- Very **low effort** by teachers
- Consistent with **school-wide** expectations
- **All** staff/faculty in school are involved/have access
- **Flexible** intervention based on descriptive functional assessment
- Adequate resources (admin., team)
- Continuous **monitoring** for decision-making

Why do Secondary/Tier 2 Group Interventions Work?

- Improved **structure**
 - Prompts throughout the day for correct behavior
 - System for linking student with at least one adult
 - Student chooses to participate
- Increased **feedback**
 - Feedback occurs more often
 - Feedback is tied to student behavior
 - Inappropriate behavior is less likely to be ignored or rewarded

Why do Secondary/Tier 2 Group Interventions Work?

- Increased frequency of **acknowledgment/** reinforcement for appropriate behavior
 - Adult and peer attention
- Linking school and **home** support
- Organized to morph into a **self-management** system

Questions to Guide IL- PBIS Implementation:

How do we decide what data to collect/examine/use?

How do we use the data to help us decide how to spend our time?

- ✓ Implementation
- ✓ Effect
- ✓ Integrity/Fidelity
- ✓ Capacity
- ✓ Sustainability

If we train schools, do they implement?

If schools implement, do students/schools benefit?

Do students with greater needs benefit from implementation?

If schools implement, is there fidelity?

If schools implement, is there sustainability? Over time?

Evaluation Linked to Implementation

- Implementation Surveys (all 3 levels)
- Team Checklists, Coaches Checklists
- School-wide Evaluation Tool (SET)
- Phases of Implementation & Profiles
- Existing School-based data:

Behavior

ODRs

ISSs

OSSs

Tardies

Attendance

On task-Academic

Academics

Homework

Class work

Grades

ISAT

Achievement Test Scores

Measuring Fidelity and Impact

- Fidelity
 - School-wide Evaluation Tool (SET)
 - 80% = fidelity
 - External Review
 - Research Quality
 - Team Implementation Checklist
 - 80% = fidelity
 - Same subscales as SET, but TIC is a team self-assessment tool used both for monitoring and local action planning
- Impact
 - Office discipline referrals
 - See www.swis.org
 - Attendance, out of school suspension, expulsion, referrals to special education
 - Academic achievement
 - Percent of students meeting state standards
 - Only expected if effective instructional programs are combined with effective behavior support.
 - School safety
 - School Safety Survey
 - Mental Health index of “risk” and “protective factors” of school

Universal Team Composition

- Grade level representation (teachers)
- Administrative leadership (principal and/or AP)
- Non-certified staff representation
- Family/community representation
- Behavioral Capacity
- Specialized Support staff
- High status team members

Matrix of Secondary/Tertiary Interventions

Key: Actual referred/receiving: 1st #

Responding: 2nd #

Check-in Check-out (CICO)	Social/ Academic Instructional Groups	Simple Tier 2 Interventions with indiv. features (e.g. CnC)	Simple Function- based Interventions	Complex/ Multiple-life - domain FBA/BIP	Wrap-around Support

Implementation of Wraparound within SW-PBS in IL and KS

Tertiary Demonstration Project (OSEP/ISBE)

- ✓ Enhance SOC wraparound approach
 - data-based decision-making as part of wraparound intervention
- ✓ Development of strength-needs data tools
- ✓ Web-based data system

“Henry”

Reason Referred to Tertiary Supports

“Henry”, an elementary school student, had:

- extremely poor attendance
- failing grades
- poor homework completion
- trouble with the law in the community
- and had a court assigned probation officer and a mandated Department of Children and Family Services (DCFS) counselor



“Henry”

Engagement and Team Preparation

- Wraparound team initially included
 - Henry
 - his mother
 - the school social worker
 - his primary classroom teacher
 - school principal, bi-lingual liaison
 - district SWPBS tertiary-tier coach
- Team met consistently to identify strengths, big needs and develop a wraparound plan for Henry.

“Henry”

Identifying Strengths and Big Needs

- Henry’s strengths identified by team included:
 - a good relationship with his teacher
 - responsiveness to positive attention from adults he likes
 - leadership among his peers
 - and effective self-advocacy
- Henry’s “big needs” as identified by the wraparound team:
 - Henry needs to feel as if he fits in with the other kids at school
 - Henry needs to feel successful at school
 - Henry to be invested in his education

“Henry”

Ongoing Plan Implementation and Refinement

- Henry was included in the “Check-and-Connect” intervention which was being delivered to other students in the school
- In addition, Henry and his teacher talked about individual behavior goals listed on his daily point card.
- He was put on “safety patrol” in which he was an older youth selected to be a positive role model to help monitor and improve his behavior in the hallways.
- Because Henry’s voice was important, the suggestion that he work with younger students in their classrooms was set aside due to Henry’s lack of interest.



“Henry”

Progress Monitoring

- Henry’s progress was monitored through:
 - Office discipline reports
 - Attendance
 - Grades
 - DIBEL scores
 - Check In Check Out behavior card points
 - SIMEO Tools



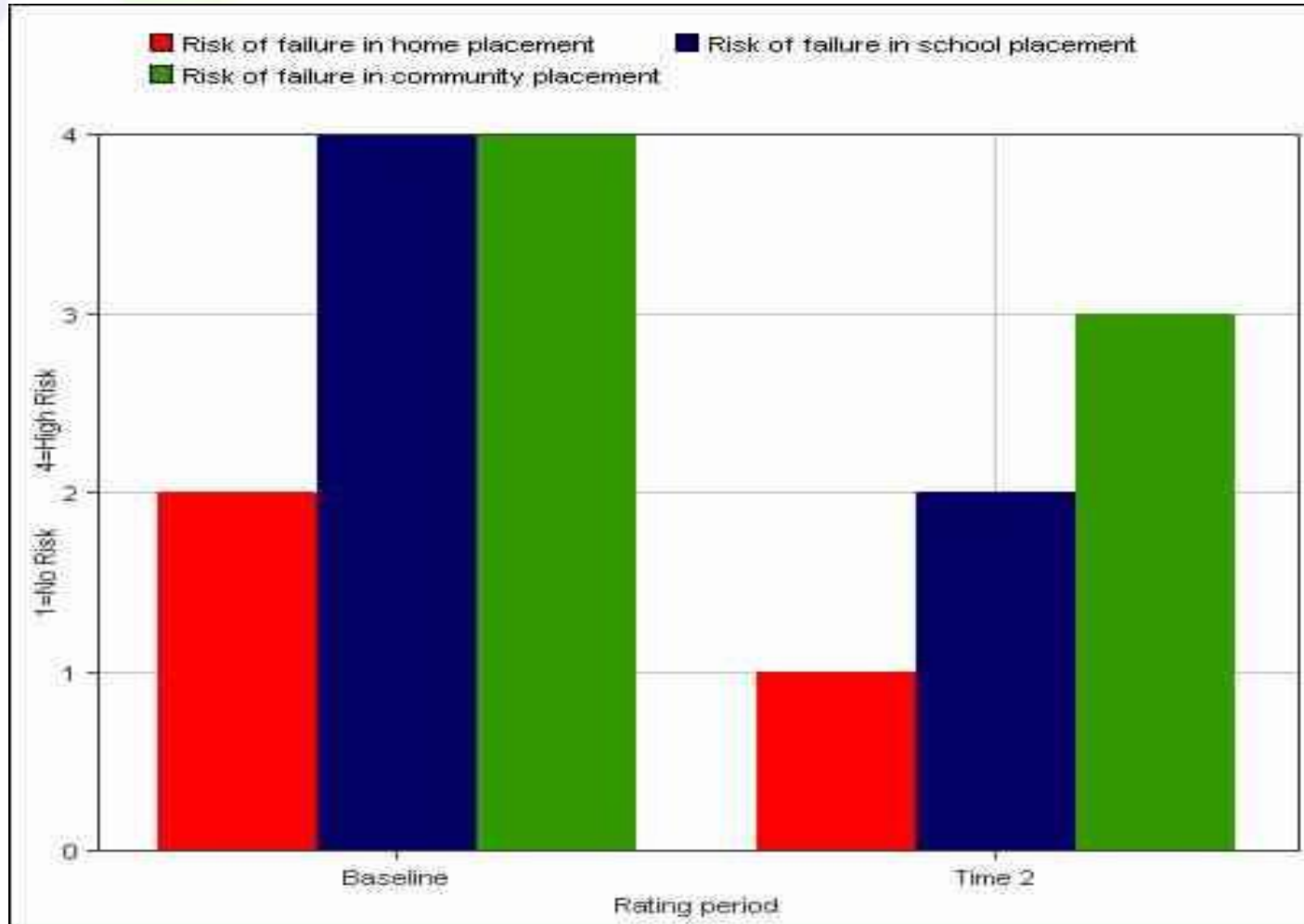
“Henry”

Initial Outcomes

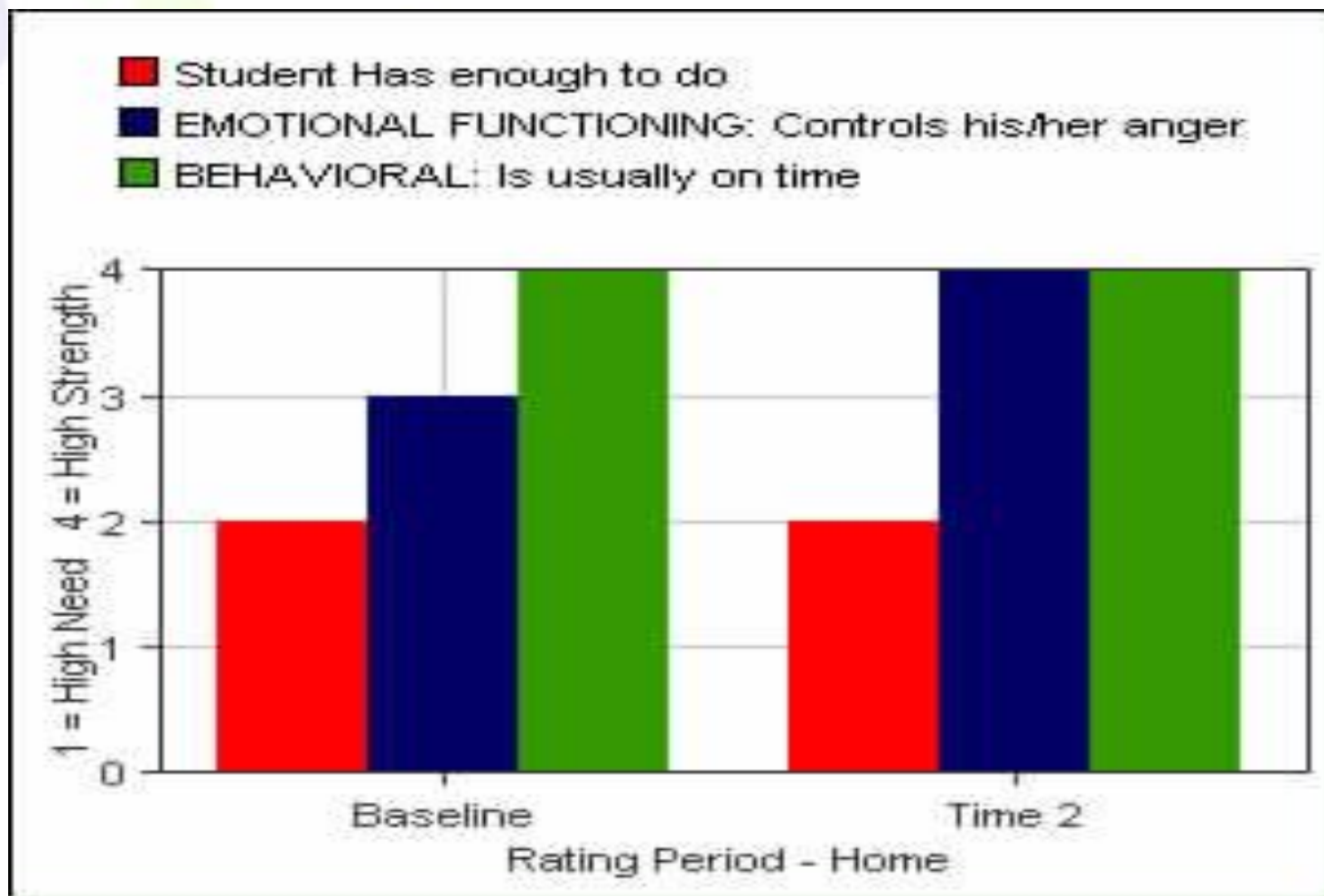
- From second quarter to third quarter, with wraparound in progress, Henry’s grades and attendance began to increase
 - Spelling: 15% to 40%
 - Math: 15% to 48.5%
 - Reading: 20% to 63%
 - His DIBELS score increased from 55 words per minute in the fall to 67 words per minute in the winter.
 - Attendance: 15% in 1st quarter 60% in 2nd quarter, 75% in 3rd quarter

Henry's Risk of Placement Data

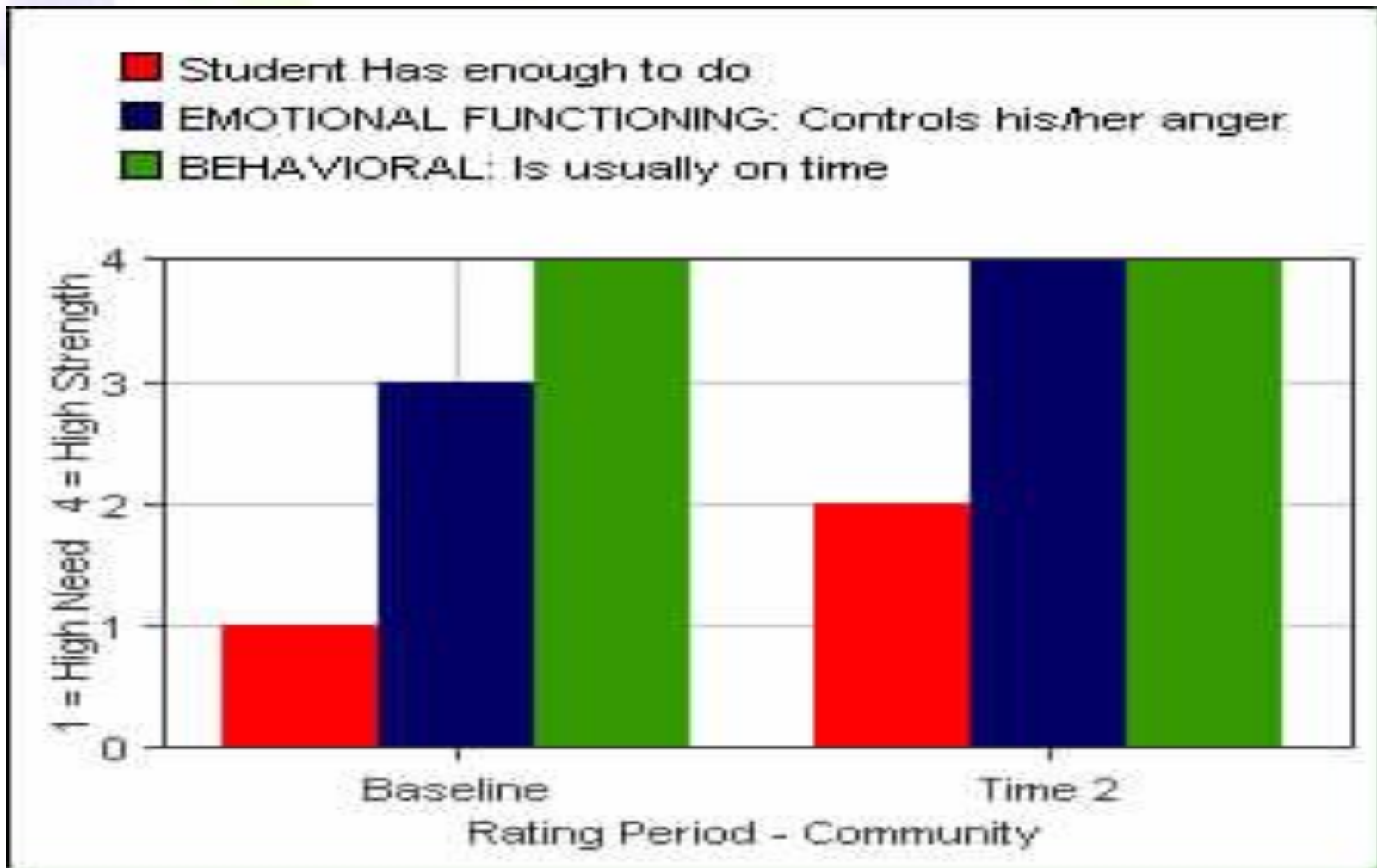
Referral-Disposition Tool (SIMEO)



Henry's Improved Behavior and Emotional Functioning at Home



Henry's Improved Behavior and Emotional Functioning In the Community



Where to Begin

Invest in a social culture that is positive, predictable, consistent and safe

- Define positive behavioral expectations
- Teach behavioral expectations
- Acknowledge correct behavior
- Consistent continuum of consequences for problem behavior
- Collection and use of data for decision-making
- Develop plan to ensure more intense supports will be needed for students with more significant support needs.

Commitments

- ✓ Three-five year focus to get sustainable change
- ✓ Active administrative support and participation
- ✓ Administrative leadership for PBIS teams
- ✓ Commitment from staff (80%)
- ✓ Ongoing communication and support with staff
- ✓ Completion and use of data collection (discipline and academic data, survey, checklists)
- ✓ Staff participation in ongoing training
- ✓ Positioning of Coaches

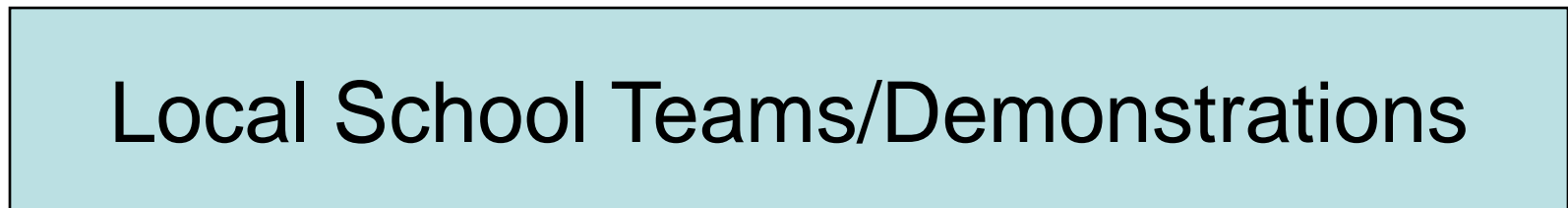
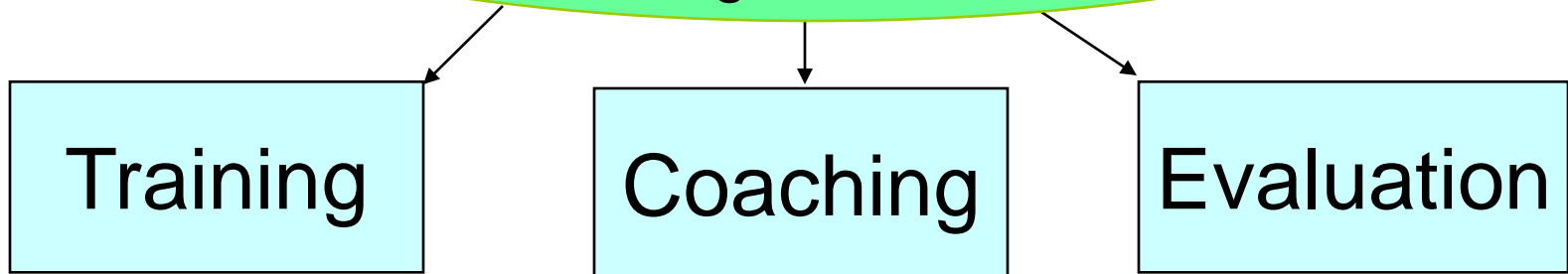
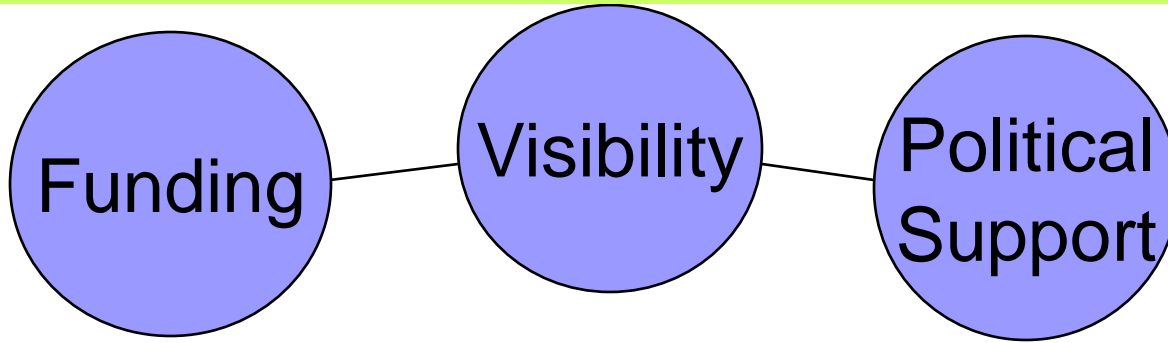
Administrative Support

What Does it Look Like?

The Administrator:

- Attends the team meetings
- Builds fluency (train with the team)
- Participates in adult practices
- Provides channels of communication
- Provides financial support
- Acknowledges the “doers”
- Deals with accountability issues

PBS Systems Implementation Logic



Ensuring Capacity at All 3 Tiers

- Begin assessment and development of secondary and tertiary tiers at start-up of universal
 - Assess resources and current practices (specialized services)
 - Review current outcomes of students with higher level needs
 - Position personnel to guide changes in practice
 - Begin planning and training with select personnel
- All 3 tiers addressed at all district meetings and at every training

Requirements for IL Tertiary Demos

- District Commitment
- Designated Buildings/District Staff
- External Tertiary Coach/Coordinator
- Continuum of Skill Sets (training, guided learning, practice, coaching, consultation)
- Commitment to use of Data System
 - Going beyond ODR's (i.e. SSBD)
 - Self assessment/fidelity
 - SIMEO-Student Outcomes

District-wide Tertiary Implementation Process

- District meeting quarterly
 - District outcomes
 - Capacity/sustainability
- Building meeting monthly
 - Check on all levels
 - Cross-planning with all levels
 - Effectiveness of practices (FBA/Wrap)
- Tertiary Coaching Capacity
- Facilitators for Individual Student Teams
 - wraparound and complex FBA/BIP

System Data to Consider

- LRE
 - Building and District Level
 - By disability group
- Other “places” kids are “parked”
 - Alternative settings
 - Rooms w/in the building kids are sent
- Sub-aggregate groups
 - Sp. Ed.
 - Ethnicity

Ongoing Self-Assessment of Secondary/Tertiary Implementation

Building Level:

- IL Phases of Implementation (Pol) Tool
- IL Secondary/Tertiary Intervention Tracking Tool
- Sp. Ed Referral Data
- Suspensions/Expulsions/Placements (ongoing)
- Aggregate Individual Student Data (IL SIMEO data)
- LRE Data trends
- Subgroup data (academic, discipline, Sp. Ed. Referral, LRE, etc)

District Level:

- Referral to Sp.Ed. Data
- LRE Data (aggregate and by building)
- IL Out-of-Home-School-Tracking Tool (multiple sorts)
- Aggregate SIMEO data
- Aggregate Pol Data

Going Beyond ODR's....

- Apply Rtl process to mental health “status”
 - SSBD
 - Teen Screen
 - Other?
- Engage community partners in a 3-tiered process
- Explore other data points to consider/pursue

School Data to Consider

- LRE
 - Building and District Level
 - By disability group
- Other “places” kids are “parked”
 - Alternative settings
 - Rooms w/in the building kids are sent
- Sub-aggregate groups
 - Sp. Ed.
 - Ethnicity
 - Other?

Community Data to Consider

- Health risk factors
 - Including mental health
- Family risk factors
- Socio-economic risk factors
- Community strengths and resources
 - Social fabric/context; contextual fit
- Other?

Building Tertiary Capacity in Schools

- Establish full-continuum of PBIS in schools
- Identify and train wraparound facilitators
- Train other school personnel about wraparound
- Ongoing practice refinement & skill development
- Review data: outcomes of teams and plans

Resources:

- Fixen, et al, 2005. **“Implementation Research: A Synthesis of the Literature**
<http://mim.fmhi.usf.edu>
- Kutash et al, 2006. **“School-based Mental Health: An Empirical Guide for Decision-Makers”** <http://rtckids.fmhi.usf.edu>
- (Bazelon Center, 2006) **“Way to Go”....School Success for Children with Mental Health Care Needs** www.bazelon.org
- Freeman, R., Eber, L., Anderson C, Irvin L, Bounds M, Dunlap G, and Horner R. (2006). **“Building Inclusive School Cultures Using School-wide PBS: Designing Effective Individual Support Systems for Students with Significant Disabilities”**. The Association for Severe Handicaps (TASH) Journal, 3 (10), 4-17. (www.pbis.org)
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- Eber, L., Hyde, K., Rose, J., Breen, K., Mc Donald, D. and Lewandowski, H. (in press). Completing the Continuum of School-wide Positive Behavior Support: Wraparound as a Tertiary Level Intervention. In Sailor, W., Dunlap, G., Sugai, G. and Horner, R. (Eds.), **Handbook of Positive Behavior Support**. Springer. NY,NY
- www.pbisillinois.org, www.pbis.org