Behavioral Response to Intervention (B-RTI): Creating a Positive School Culture

Idaho PBIS Network

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Goals

- Define the core features of a behavioral RTI model
  - What is SWPBIS?

- Identify benefits for staff, students, and their families
  - Why implement SWPBIS?
  - Is SWPBIS appropriate for your school?

Which comes first???

- Academic problems often precede behavior problems
- Behavior problems often precede academic problems

Outcomes for Students Entering School

<table>
<thead>
<tr>
<th>HIGH SOCIAL SKILLS</th>
<th>LOW SOCIAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSITIVE SOCIAL OUTCOMES</strong></td>
<td><strong>AT RISK: SOCIAL (AND READING)</strong></td>
</tr>
<tr>
<td><strong>AT RISK: READING (AND SOCIAL)</strong></td>
<td><strong>NEGATIVE SOCIAL OUTCOMES</strong></td>
</tr>
</tbody>
</table>

What is SWPBIS (B-RTI)?

- School-wide PBIS is:
  - A systems approach for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.

- Evidence-based features of SW-PBIS
  - Prevention
  - Define and teach positive social expectations
  - Acknowledge positive behavior
  - Arrange consistent consequences for problem behavior
  - Ongoing collection and use of data for decision-making
  - Continuum of intensive, individual intervention supports
  - Implementation of the systems that support effective practices
The Impact of SWPBIS

**Reductions**
- Students
- Office referrals
- Suspensions & Expulsions
- Referrals to Special Education
- Faculty & Staff
- Faculty absenteeism

**Improvements**
- Students
  - Student engagement
  - Academic performance
  - Family involvement
- Faculty & Staff
  - Consistency across faculty
  - Classroom management
  - Faculty retention
  - Substitute performance/perception
  - Ratings of faculty "effectiveness"

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**Percent of Students at DIBELS Intensive Level across year by Cohort**

- **Cohort 1**
- **Cohort 2**
- **Cohort 3**
- **Cohort 4**

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**Kennedy Middle School**

**What Does a Reduction of 850 Office Discipline Referrals and 25 Suspensions Mean?**

- **Kennedy Middle School**
  - Savings in Administrative Time
    - ODR = 15 minutes/ event
    - Suspension = 45 minutes/event
    - 13,875 minutes
    - 231 hours
    - 29, 8-hour days
  - Savings in Student Instructional Time
    - ODR = 45 minutes/ event
    - Suspension = 216 minutes/ event
    - 43,650 minutes
    - 728 hours
    - 121, 6-hour school days

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**Idaho Elementary School**

What are the outcomes for students?

- **Office Discipline Referrals (ODRs)**
  - Total Number of Major ODRs Across Years
  - 71%
Idaho Elementary School Cost Benefit Worksheet

Student Time Regained:
- 6840 minutes
- 114 hours
- 14 days

Administrator Time Regained:
- 2280 minutes
- 38 hours
- 5 days

What are the outcomes for students?

Academic Achievement

Increase of more than 6% in both reading and math ISATs

Major Office Discipline Referrals

Out of School Suspension

Days of OSS

Days of ISS

Expulsions

Days of ISS

Days of ISS
Designing Schoolwide Systems for Student Success

Academic Instruction (with fidelity measures)
- Tier 1: Defining expectations
- Tier 2: Reinforcing appropriate behavior
- Tier 3: Responding consistently and predictably to problem behavior
- Effective instructional environments
- Data-based decision-making

Behavioral Instruction (with fidelity measures)
- Level 1: Screen All Students
- Level 2: More Intensive Support
- Level 3: Prevention Logic for All

Prevention Logic for All
Walker et al., 1996
- Decrease development of new problem behaviors
- Prevent worsening of existing problem behaviors
- Redesign learning & teaching environments to eliminate triggers & maintainers of problem behaviors
- Teach, monitor, & acknowledge prosocial behavior

SW-PBIS
Supporting Decision Making
- Social Competence & Academic Achievement

Tier 1 Practices
- Defining expectations
- Reinforcing appropriate behavior
- Responding consistently and predictably to problem behavior
- Effective instructional environments
- Data-based decision-making

Establishing an Effective School Community
- Prevent challenging behavior from occurring
- Return lost instructional time
- Improve social outcomes
Define School-wide Expectations for Social Behavior

- Idle
- Sh
- Po
- Mf
- Ex

Examples:
- Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend,
- Be-there-be-ready, Hands and feet to self, Respect self, others, property, Do your best, Follow directions of adults

Expectations are...

Rules
- specific skills & routines

Defining Expectations

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>Sit with your chair on all four legs</td>
</tr>
<tr>
<td></td>
<td>Use walking feet</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Bring your materials to class each day</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Keep your hands and feet to yourself</td>
</tr>
<tr>
<td></td>
<td>Use appropriate language</td>
</tr>
</tbody>
</table>
Teaching Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>All settings</td>
<td>1.SOCIAL SKILL</td>
</tr>
<tr>
<td>Hallways</td>
<td>Respect Ourselves</td>
</tr>
<tr>
<td>Playgrounds</td>
<td>Respect Others</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Respect Property</td>
</tr>
<tr>
<td>Library/Computer Lab</td>
<td>Respect Others</td>
</tr>
<tr>
<td>Assembly Bus</td>
<td>Respect Others</td>
</tr>
</tbody>
</table>

Expectations & behavioral skills are taught & recognized in natural context

Student Posters of the Behavior Expectations in the classroom

Library Behavior Matrix

- Bathroom routine video: [http://vimeo.com/groups/pbisvideos/videos/20955249](http://vimeo.com/groups/pbisvideos/videos/20955249)
- In class transition steps: [http://vimeo.com/groups/pbisvideos/videos/20955272](http://vimeo.com/groups/pbisvideos/videos/20955272)
On-going Reward of Appropriate Behavior

- Every faculty and staff member acknowledges appropriate behavior.
  - 4 to 1 ratio of positive to negative contacts
- System that makes acknowledgement easy and simple for students and staff.
- Different strategies for acknowledging appropriate behavior (small frequent rewards more effective)
  - Beginning of class recognition
  - Raffles
  - Open gym
  - Social acknowledgement

Lansdowne High School
Vikings

- V-Bucks
  - Awarded to encourage and reinforce positive behaviors
  - V-Buck form with multiple copies
  - V-Bucks gathered weekly and entered in a data tracking system
  - Bi-weekly drawings with a gift awarded to the students and the teachers named on the winning forms
  - Teacher slips used to determine participants in semester-end celebrations

Define consistent consequences for misbehavior

- Decide in advance the consequences for misbehavior, and involve students whenever possible
- State the consequences when you first teach students the rules
- Give rationale for the rules and consequences
- Follow through consistently (vs. "threats")

Parkway Elementary School
Level 1 Behavior

- Level I Indicators are minor rule violations that will result in an immediate verbal reprimand with a mild consequence
  - Talking in the hallway
  - Leaving Classroom
  - Sleeping
  - Minimized dress code breaches
  - Inappropriate behavior

Level 1 Consequences

- Students who engage in Level I Indicators will be asked to identify inappropriate behavior and discuss the appropriateness of their response
  - Students may receive a mild consequence such as restrictions on privileges and opportunities
  - Students may also be required to write an appropriate note to their parents
  - Students may receive a mild consequence of a minor punishment

- Consequences for Level I Indicators may include loss of privileges and special events.
Tier II Overarching Theme

- **Teach** build pro-social replacement behaviors
  - What do they need to learn?
  - How will we teach it?
- Build maintenance and generalization strategies to promote use
  - How are we going to get them to use these skills in all settings?
  - How do we connect these skills to our universal supports?

Lewis, 2009
Critical Aspects Tier 2 Supports

- Intervention is continuously available
- Rapid access to intervention (less than a week)
- Very low effort by teachers
- Positive system of support
- Implemented by all staff/faculty in a school
- Function-based support

Tier 3 Practices

- Functional Behavioral Assessment
- Intensive Supports
  - Prevention
  - Teaching
  - Resolving
- Person-Centered Planning
- Wrap-Around Support
- Systematic Approach

General Differences

- Team-based approach
  - FBA
  - Plan development
  - Getting implementation in place
- Multiple personnel are fluent in process
- Schools have local "experts"
- Shift in focus from "Intervening" to "Supporting"
  - Start this vs. stop that
- Data collection and summary are set up in a manner that is effective and sustainable

SWPBIS Data – 3 PURPOSES/JOBS

- Student Identification
  - Office Discipline Referrals
  - Universal Screening
  - Teacher Referral
- Student Outcomes
  - School-level data
  - Individual student progress monitoring
  - Fidelity of implementation

Data Tools

- Fast and reliable collection
- Office Discipline referral
- Performance Data
  - Fast and valid summaries
- Data software
  - Easy and efficient tools
- Teachers
- Analysts
Universal Screening to Identify Non-Responders
Early in the School Year

- Screening Tools
  - Systematic Screening for Behavior Disorders (SSBD)
  - School-wide Behavior Expectation Screening (SW-BES)
  - Social Skills Improvement System Classroom Screening Tool (SSIS)
  - Student Risk Screening Scale (SRSS)
  - Brief Academic Competence Evaluation Scales System (BASCESS)
  - The Behavior Assessment Scale for Children Two (BASC-2): Behavior and Emotional Screening Scale (BESS)

Using ODR Data to Identify Non-Responders
Before the school year begins & throughout

Progress Monitoring

- Tier 3
  - Data-based decision-making

- Tier 2
  - Data-based decision-making
  - I.D. Non-responders

- Tier 1
  - System problems
  - I.D. Non-responders

Student Outcomes: School-level Data

CICO Average Daily Points By Student Report
(December 25, 2010 - January 19, 2011)

- Max Number of Days where Score Possible: 1
- Days with Score / Student
Systemic Supports

- Every system is designed, intentionally or not, to achieve the result it does.
- Make the smallest change necessary to yield the biggest (desired) effect.
- Develop/modify practices and systems to be easy and efficient.

Develop, evaluate and adapt until the system supports successful sustainable Implementation

SWPBIS as Prescribed

- SWPBIS team drives implementation of practices
- Team uses student and staff input to inform the development of high efficiency systems of support for evidence-based practices
- Team collects and analyzes data
- Team meets monthly to move process forward

SWPBIS as Prescribed

- Monthly meetings (while developing first tier)
  - Program development
  - Impact and implementation
- After first tier of support is established
  - Development of advanced tiers interventions
  - Identification of non-responders
  - Monitor student progress and advanced tiers implementation
Adapting for local considerations is crucial to program success

- Consider characteristics of staff and administration
- Consider resources and time
- Consider relationships with community

Maximize the use of natural implementers

Before getting started . . .

SWPBIS is systems change. It takes time, energy, and resources to make the change and get the impact

- Be sure you are ready
  - Administrative and staff commitment
  - Willingness to change both practice and policy
  - 3-5 year commitment
  - Resources
  - Access to guidance & support

Start with the first Tier

Build the foundation before preparing services for student with highest need

- Implement Evidence-based practices
- Establish system of support
- Establish systematic use of data

Needs

- Guidance materials/support
- Data collection tools
  - SWIS.org
  - Pbssurveys.org

Progress at the right pace

Schools should not progress so fast that it becomes overwhelming.

The key to success is establishing easy and efficient systems for teachers to

- Implement
- Evaluate
- Adapt

PBIS Resources

- National Technical Assistance Center on PBIS
  - http://www.pbis.org/
  - Go-to resource for all things PBIS!

- Homegrown SWPBIS Videos
  - http://vimeo.com/groupe/vision/education
  - Video examples of PBIS implementation

- PBIS Assessment
  - https://www.pbisassessment.org/
  - Web-based assessment application for improving PBIS fidelity

- School-wide Information System (SWIS)
  - https://www.swis.org/
  - Web-based data system for tracking office discipline referrals

Final Q & A

- With whatever remaining time we have feel free to ask questions.
Contact Us

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