

VTPBiS

Intensive Level



March 2015





Sherry Schoenberg

Jesse Suter

Richard Boltax



Introductions: Focus on Strengths



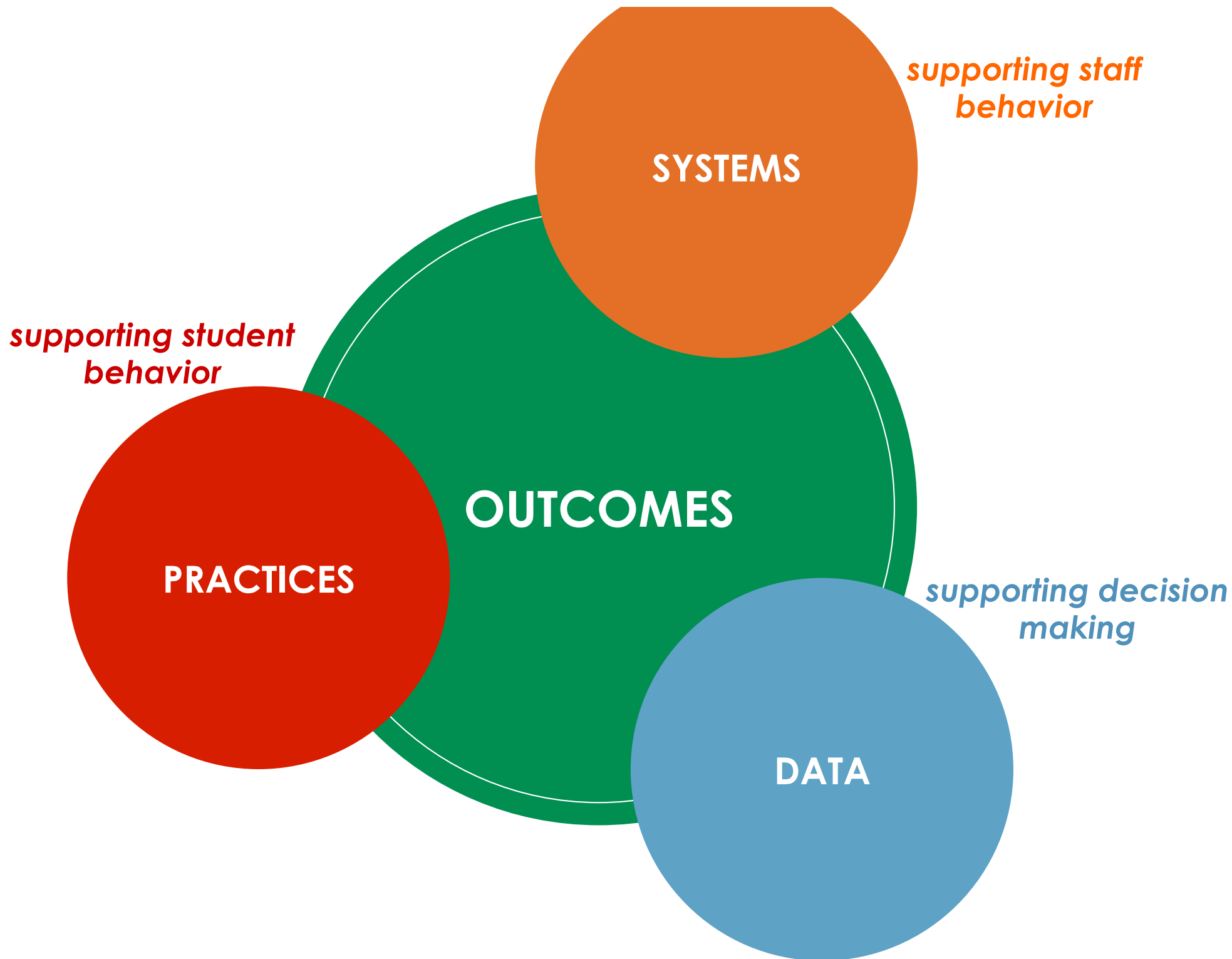
As a Team, identify 2-3 big strengths your team is bringing to the strand

Select one person from your team to introduce your team members and list your strengths

Activity

*Heart of the Matter,
Part 1*





Agenda

Day 1

- Students & Families
- Targeted
- Teaming
- Goals
- FBA/BSP

Day 2

- Specific Interventions
- Evaluation
- Rolling out
- Follow Up

Objectives

By the end of this training you will have:

- Strengthened targeted & built readiness
- Explored 5 Steps for Intensive Process
- Practiced FBA/BSP
- Examined Tier 3 practices
- Considered Proactive Crisis Planning
- Reviewed data systems at Tier 3
- Planned for next steps

SW-PBIS Supports for All Students

Intensive Supports – Individualized interventions provided to students with most complex emotional and behavioral needs.

Targeted Supports – Provided to students determined to be “at-risk” of emotional and behavioral challenges.

Universal Supports – Supports provided to all students. Expectations are taught, reinforced, and monitored in all settings.

Wraparound
Complex FBA/BIP
1-5% Simple FBA/BIP
Individualized CICO
5-15% Social/Academic Instructional Groups
Check-in/Check-out

80-90%
School & Class-wide expectations & supports

Check-In/Check-Out (CICO)

Default targeted intervention. WHY?

- Most students receive multiple ODRs for peer or adult attention.
- Evidence indicates CICO is effective practice for reducing acting out behavior related to attention seeking.
- Schools must have strong CICO in place!

All Check In-Check Out programs have:

a positive caring adult

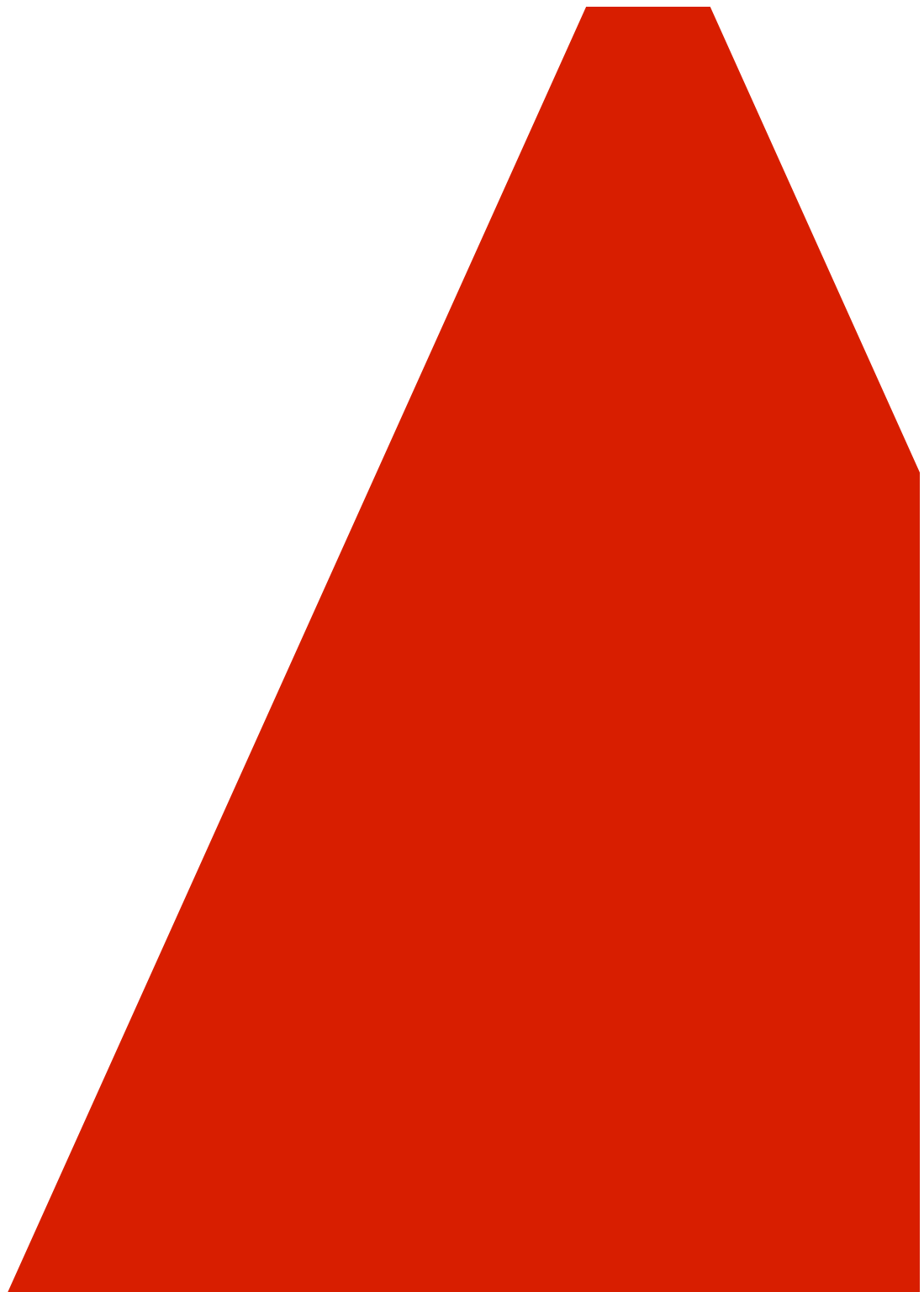
daily positive interactions with teachers & other adults

supervision and monitoring of students

more performance feedback

Activity

Do the Math



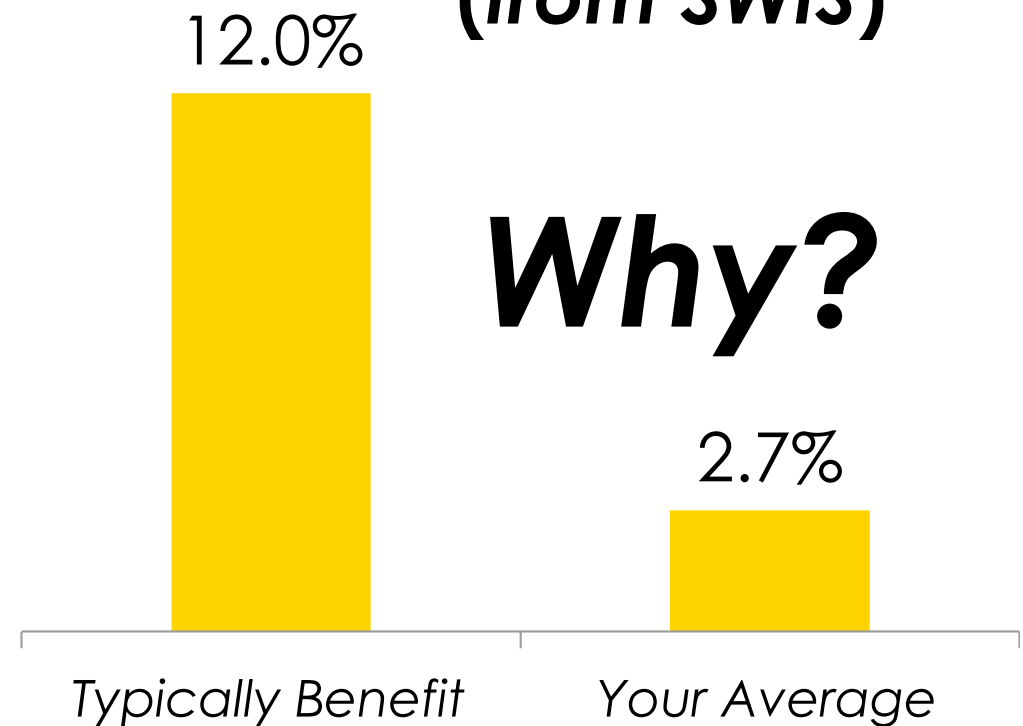
Do the Math - Activity

Up to 12% of students with chronic problem behaviors act out for adult or peer attention

Given your enrollment, how many of your students could benefit from CICO?

**Receiving CICO
(from SWIS)**

Why?



Using ODRs for Decision Making

IF

FOCUS ON

- Receive 5 or more office referrals
(more than 5% of students)

Targeted / classroom supports

- 10 or more office referrals
- Continue rate of referrals after receiving targeted group settings
- Small number of students destabilizing overall functioning of school
(Less than 5%)

Intensive supports

Barriers to Implementation

- Tendency to individualize
- Faculty not marking DPRs
- Student and faculty wanting to stay on plan when goal has been met
- Goals set too high
- Desire for behavior to change quicker
- Inadequate professional development
- New staff

Keys to Sustainability

- Ongoing professional development
- Checking for fidelity
- Focus on relationships

What else?

Activity

*Complete the VTPBiS
CICO Self-Assessment*



Targeted Interventions Based on Functions of Behavior

Access Adult Attention/Support:

- Check-In/Check-Out
- Adult Mentoring Programs

Access Peer Attention/Support:

- Social Skills Instruction
- Peer Mentoring
- Self-Monitoring with Peer Support (function: academic task escape)

Academic Skills Support

- Organization/Homework planning support
- Homework completion club
- Tutoring

Activity

- In school teams, review your *Inventory of Targeted Supports*
- Share two most successful practices with large group



Inventory of Existing Targeted Interventions

[illegible]

Check-In

- *Who participated in webinar?*
- *Who completed Readiness Checklist as a Team?*
- *Who has had a chance to use the BAT?*



Necessary Conversations (Teams)

Tier 1

Tier 2

Tier 3

SU/District

SU/District Team

- Coordinates implementation
- Ensures access to resources
- Reviews data across schools

SU/District Team – Targeted/Intensive:

- Secures resources
- Focuses on student outcomes
- Focuses on fidelity of practices across the district/SU

School

School Leadership Team

- Plans and implements 6 school components of PBIS

School Systems Level Team – Targeted/Intensive:

- Creates procedures for referral, screening & evaluation
- Communicates with staff and families

Student

Student Level Team

- Matches students to interventions
- Evaluates & monitors student progress

Student Level Team

- Completes FBA/BIP
- Evaluate & monitor student progress
- Facilitates wraparound

Role of Administrator

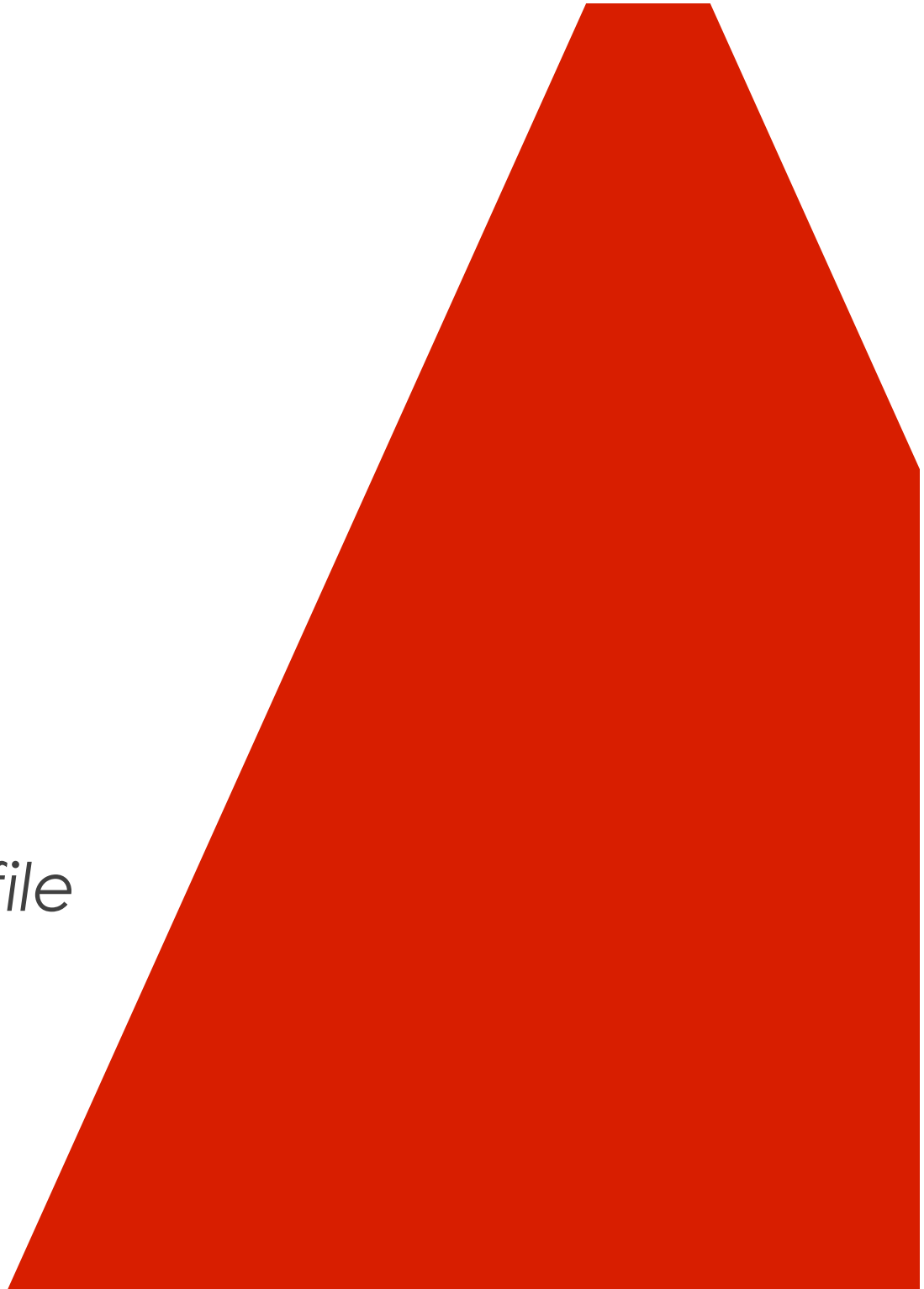
- Know what the practices look like when implemented with fidelity;
- Access special resources, if needed.
- Support team meeting time
- Be flexible around school policies/procedures.
- Be committed to helping students and LRE.
- Be aware of data using tracking tools; help decide what needs to change.

Role of School Coordinator

- Attend Leadership Team Meetings
- Meet with Student Teams weekly to address student referrals, interventions & monitor progress
- With leadership team, identify staff to facilitate individual team-based meetings.
- Attend regional coordinator meetings
- Attend all training events
- Help team complete behavior tasks on time
- Help with team organization
- Data organization and reporting

Activity

- Review / Complete *Readiness Checklist*
- Complete *Team Profile*



Activity

*Heart of the Matter,
Part 2*



Activity

*Review Family Engagement
Checklist*

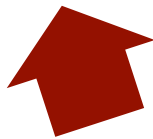


VT Family Support Resources

www.vermontfamilynetwork.org

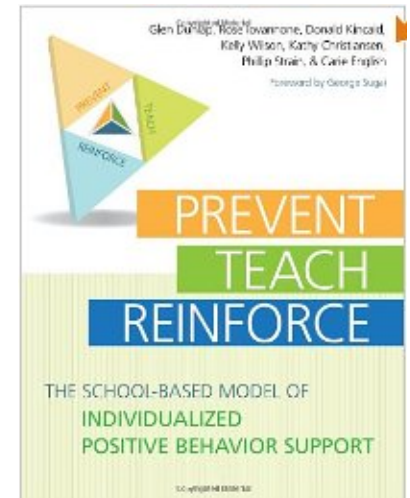


www.vffcmh.org

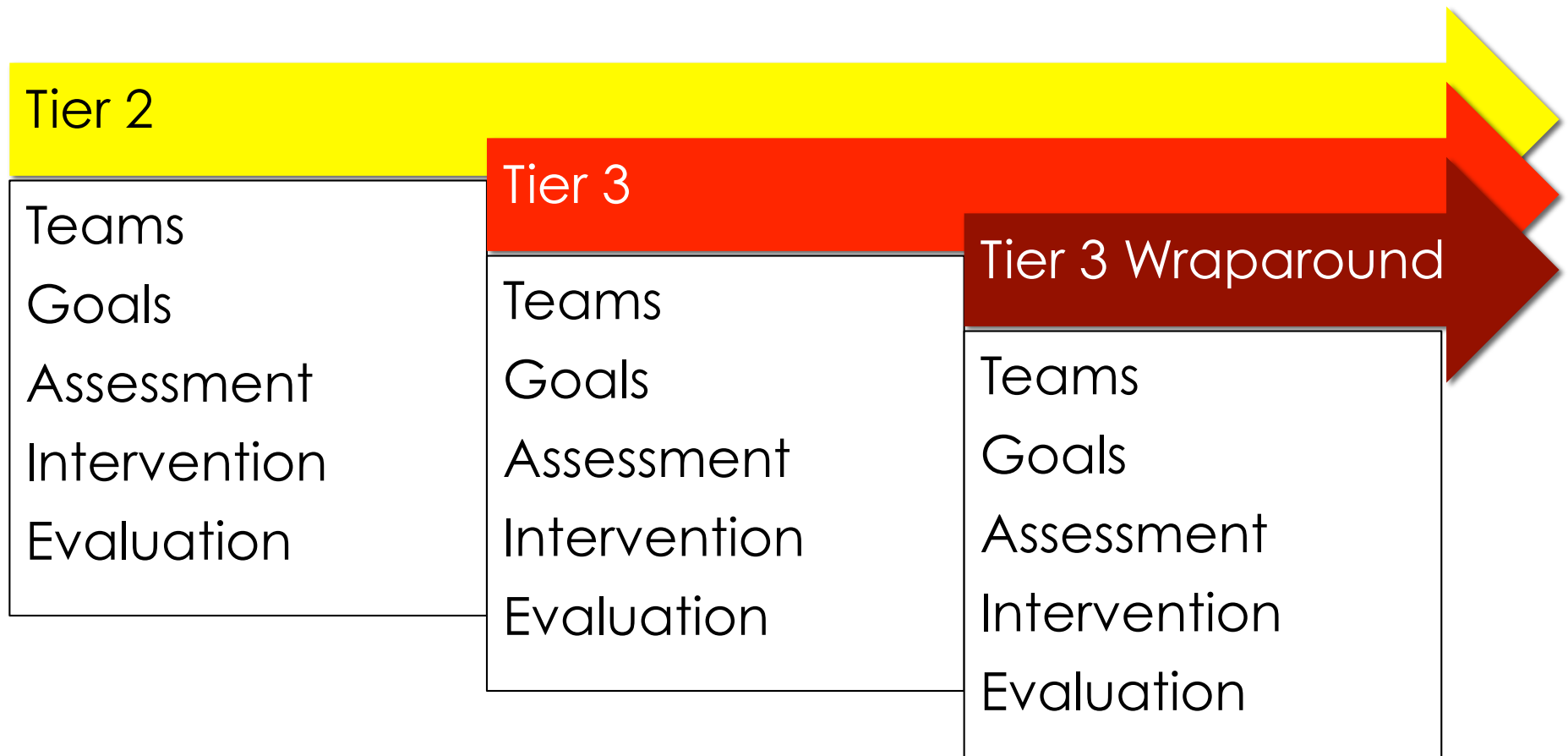


Vermont's Planning Process for Students

Adapted
from: Dunlap
et al. (2010).
*Prevent,
Teach,
Reinforce*



Vermont's Tier II/III Process Builds Across Tiers



Step 1: Individual Student Teams

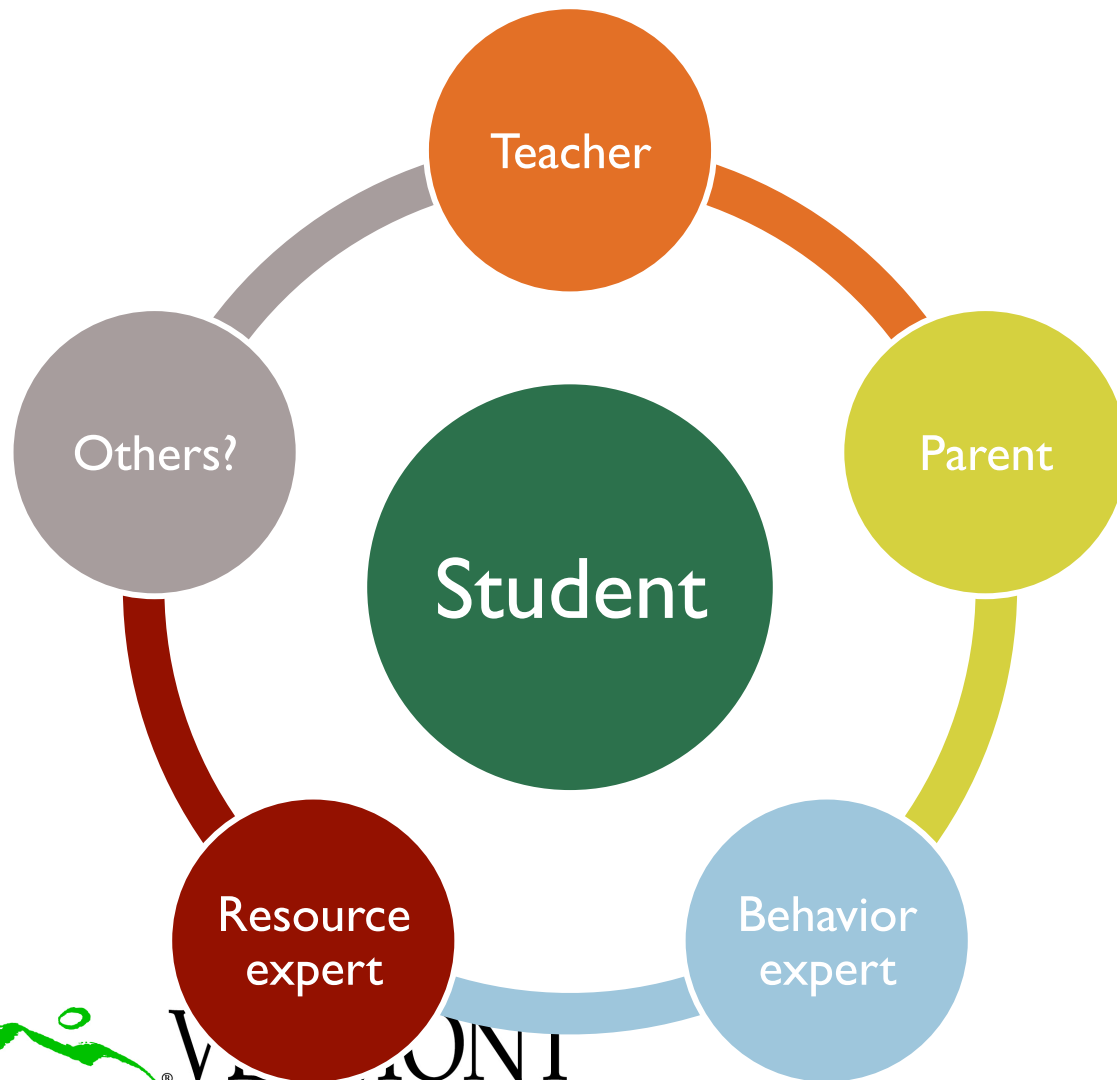


Think about a student team...

What was positive or successful about the team experience?

What strengths did you bring to the team experience?

Recommended Team Members



People who are actively involved with the student and invested in the student's success

Engaging Team Members

Organized
team
process

Dedicated
time

Creative
problem
solving

Handling
conflict

Example: Team Meeting Structure

1. Start with positives!
2. Review all relevant data
3. Brainstorm ideas based on data
4. Discuss, prioritize, make data-based decisions
5. Gain consensus and implement agreed upon steps

STICK WITH YOUR AGENDA

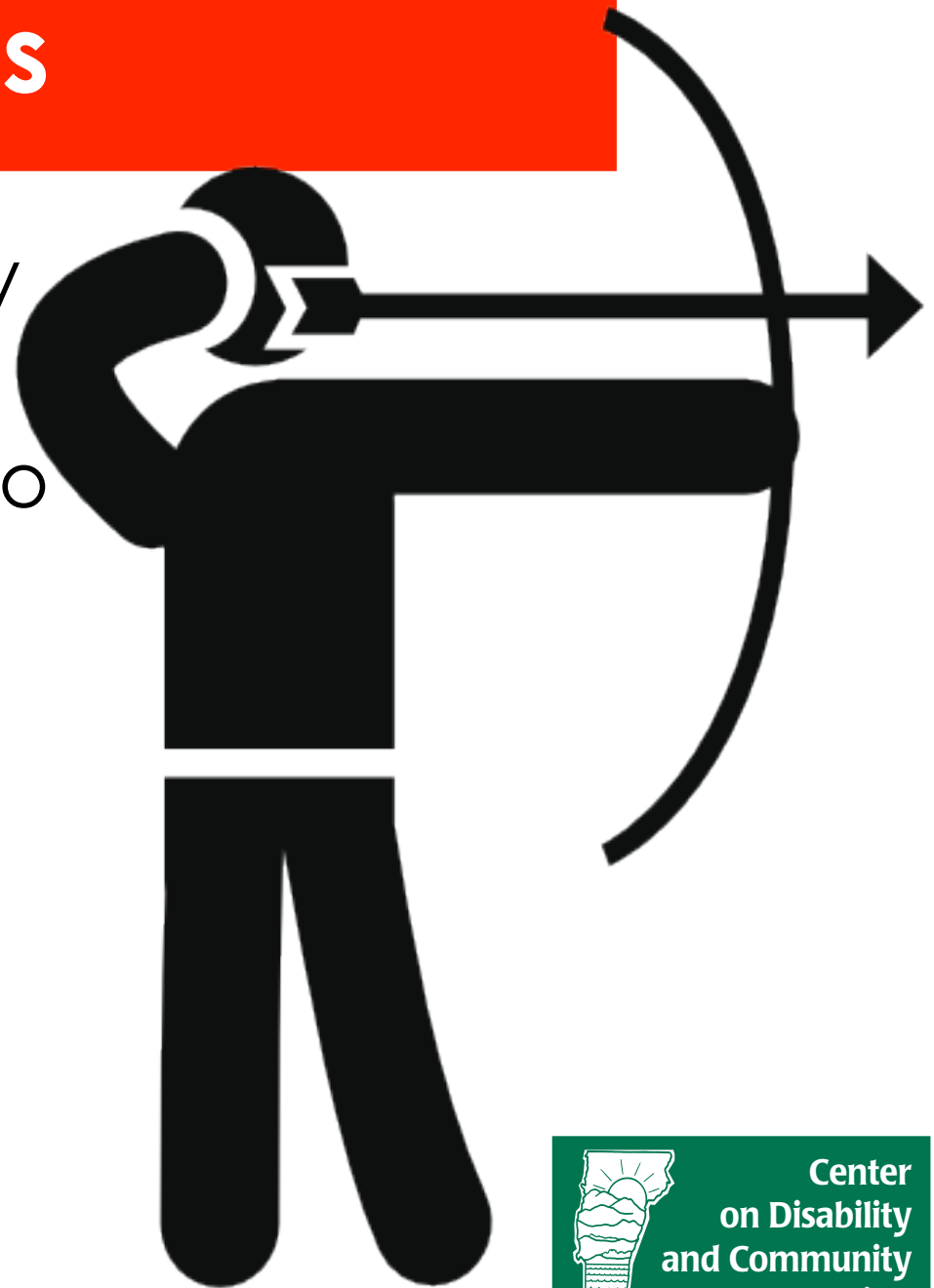
Activity

- Choose one of your students who needs intensive supports.
- Complete: *Assessing Team Composition: Clarifying Roles and Goals of Team Members*



Step 2: Setting Goals

- Broad goals identified by team at the start
- Team has conversation to reach consensus



Broad Goal Example

Javier will follow instructions by teachers, staff, and other adults.

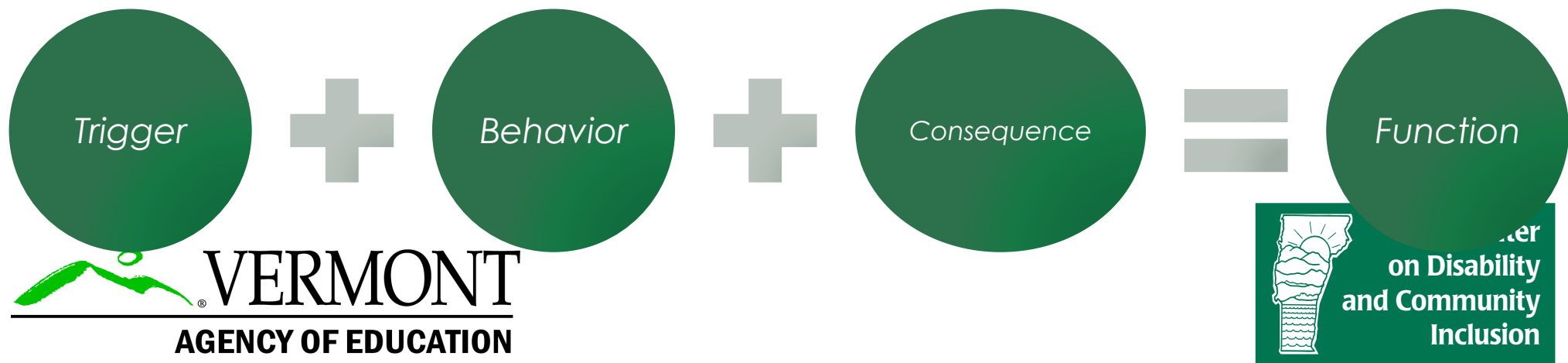
Activity

- Choose one of the students from your team's student inventory.
- Complete the *Goal-Setting Form*



Steps 3 & 4 Assessment & Intervention

- *Assessment*=Functional Behavior Assessment (FBA)
- *Intervention* = Behavior Support Plan (BSP)
- School should have personnel ready to provide simple & complex FBA / BIP



Simple vs Complex FBA

	SIMPLE	COMPLEX
FOR	Students with high frequency behaviors (not dangerous), received interventions that did not improve behavior, show behaviors in only 1-2 settings	Students that demonstrate dangerous behaviors or show behaviors that occur in 3 or more school settings
WHAT	Relatively simple and efficient process to guide behavior support planning	Time-intensive process involves emergency planning, family-centered planning, & collaboration outside agencies
WHO	Team of school-based personnel (ex: teachers, special educator, counselor, administrator, behavior support personnel)	School-based team with professionals trained to implement interventions for students with severe problem behaviors (ex: behavior specialist or school psychologist)

D.A.S.H. (Loman Training)

Define behavior in observable and measurable terms

Ask about behavior by interviewing staff and student
specify routines **where** & **when** behavior occurs
summarize **where**, **when**, and **why** behavior occurs

See the behavior

observe the behavior during routines specified
observe to verify summary from interviews

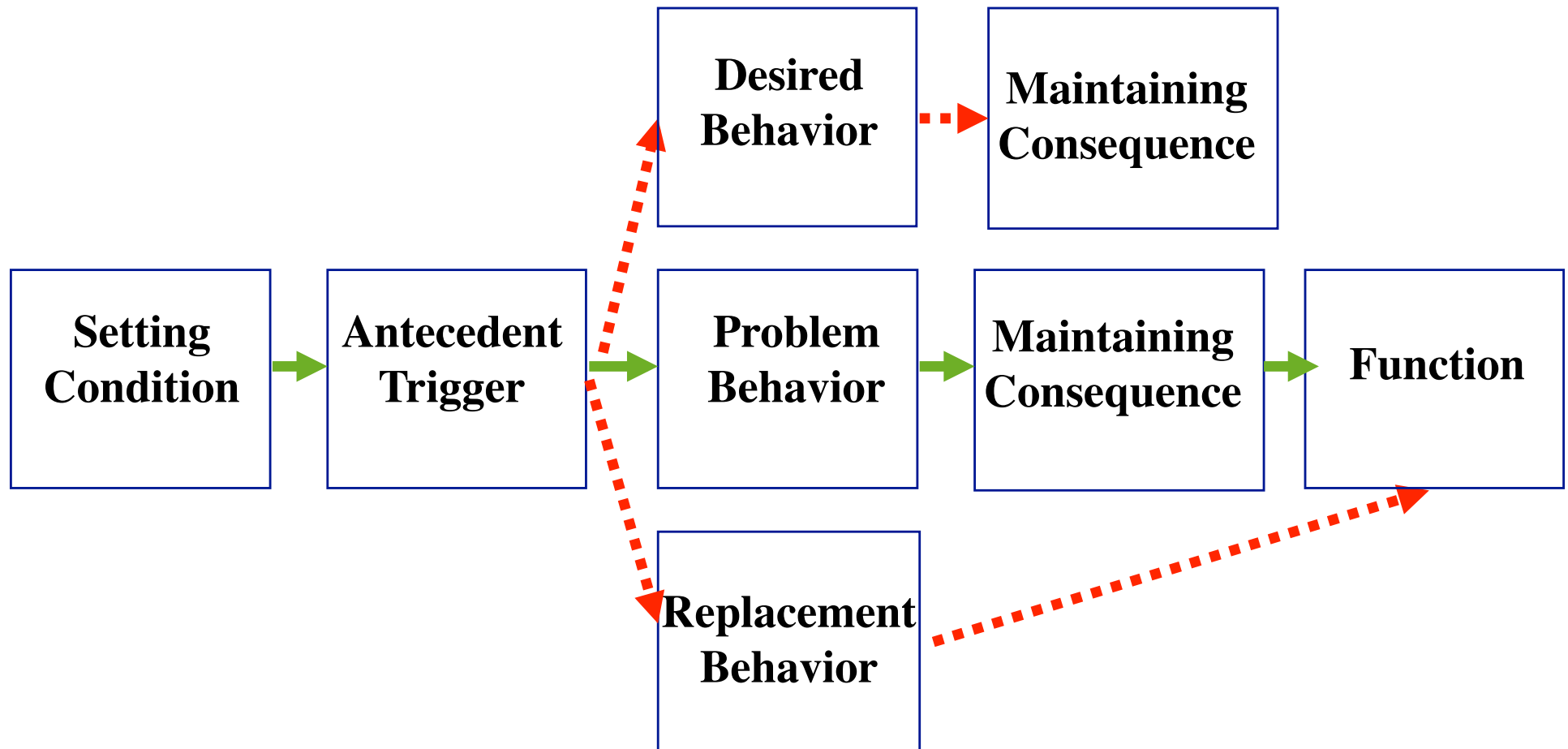
Hypothesize

a final summary of **where**, **when**, and **why** behaviors occur

Functional Behavior Support Plan

- An interview tool for collecting information about problem behaviors
- For staff, parents, and students
- The F-BSP then leads the team to create a competing behavior pathway and behavior support plan

Competing Behavior Pathway



These student
FBAs, plans, &
strategies are for
practice only.

You need to start
over at school.

Activity

- Choose a student and ONE behavior
- Complete competing behavior pathway for your student using F-BSP
- Develop hypothesis for function of the behavior



Activity

As a team, review the
Developing FBA
Capacity in your School

