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PBIS Curriculum & Training Specialists

TRAIN THE TRAINER
TIER 2
Year 2 Day 1

Positive Behavior Intervention & Supports Implementation Training

PBIS Arizona

About Us

- School Psychologists
- Behavior Management and Modification Curriculum & Training Specialists
- Applied Behavior Analysis Curriculum & Training Specialists

Owner of:
- Eleutheria, LLC   Special Education Services
- Eleutheria Wellness Center: Yoga & Therapies
- PBIS Arizona

PBIS Training Resources:
www.PBISArizona.org
Select Tab: About Us - PBIS Training Documents
Password: ilovepbis
 Select Option: Tier 2

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Setting Group Expectations

To make this day the best possible,
we need your assistance and participation

- **Be Responsible**
  - Attend to the "Come back together" signal
  - Active participation…Please ask questions
- **Be Respectful**
  - Please allow others to listen
    - Turn off cell phones and pagers
    - Limit sidebar conversations
  - Share "air time"
  - Please refrain from email and Internet browsing
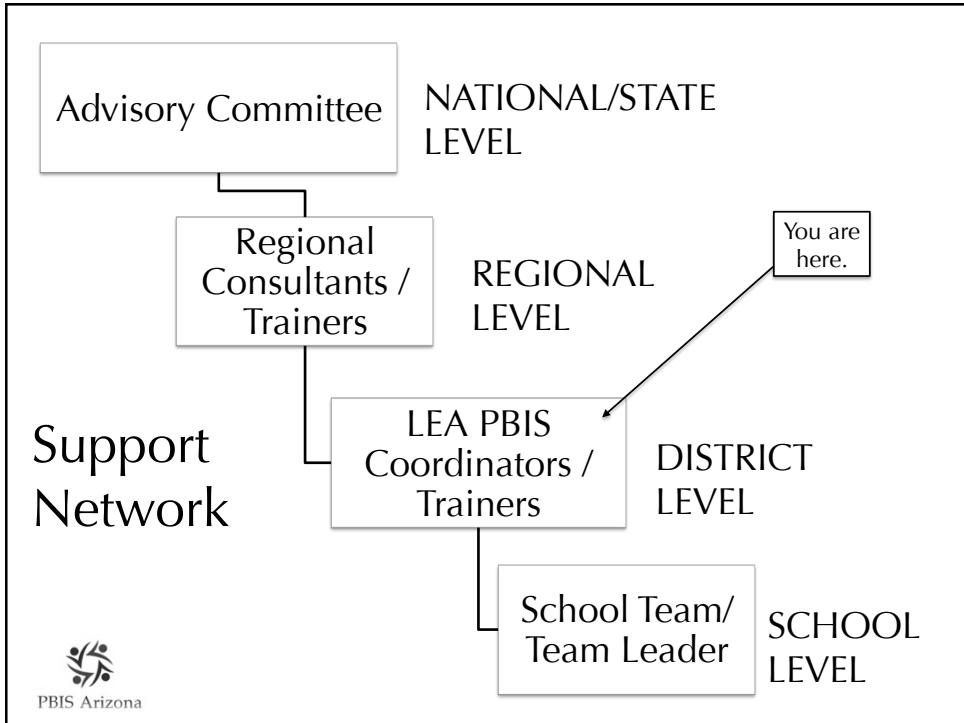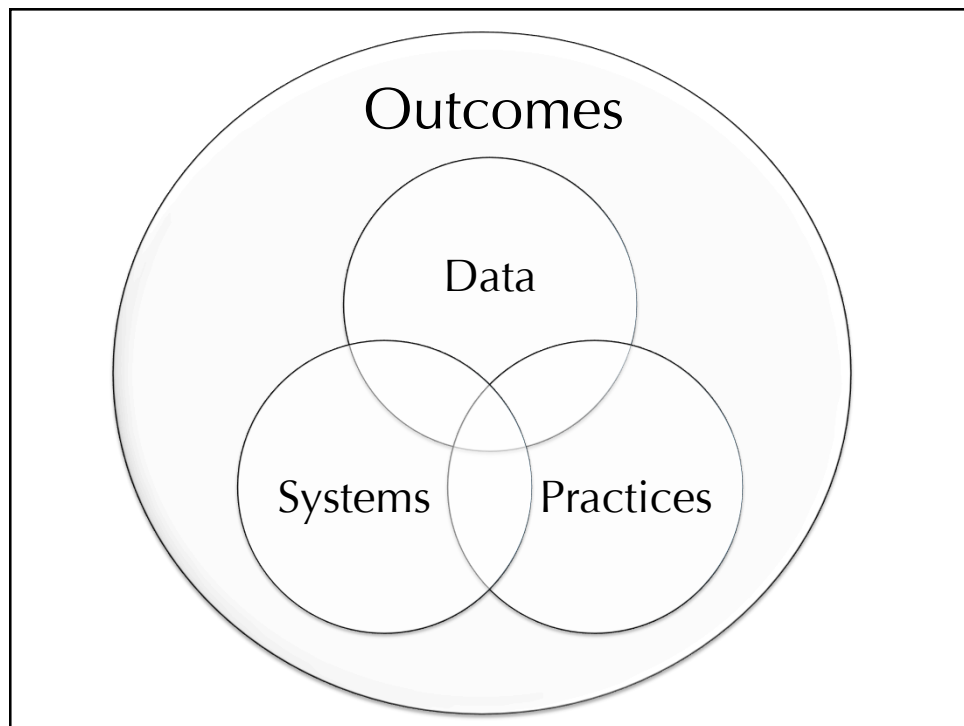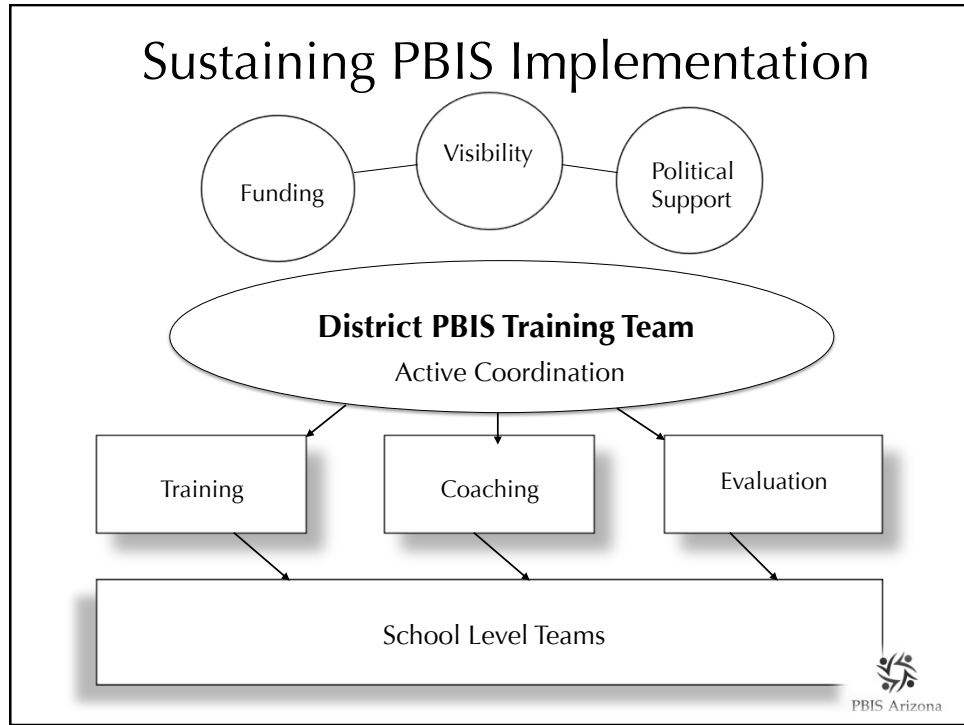- **Be Safe**
  - Take care of your own needs

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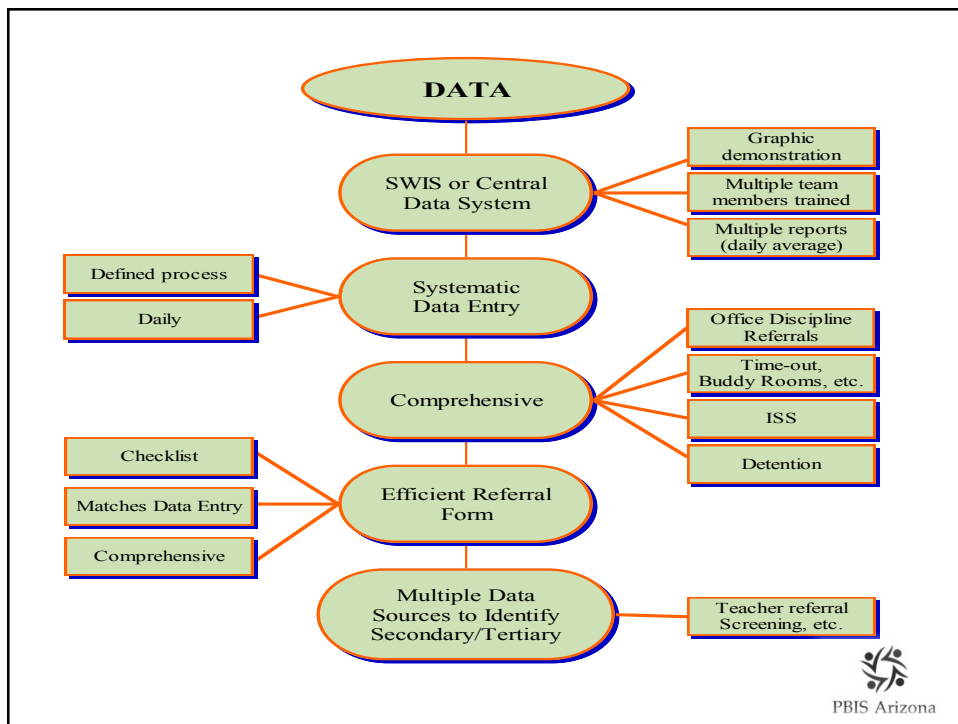

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Agenda

1. **Overview of Responsibilities**
2. Year 2 Training Scope
3. Review Tier 1 Fundamentals
4. Assessment & Data Analysis
5. Teaming & Action Planning

PBIS Arizona

What is a PBIS District Trainer & Coach?

Advisory Committee — NATIONAL/STATE LEVEL

Regional Consultants / Trainers — REGIONAL LEVEL

You are here.

Support Network

LEA PBIS Coordinators / Trainers — DISTRICT LEVEL

School Team/ Team Leader — SCHOOL LEVEL

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Sustaining PBIS Implementation

Funding

Visibility

Political Support

District PBIS Training Team

Active Coordination

Training

Coaching

Evaluation

School Level Teams

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Outcomes

Data

Systems
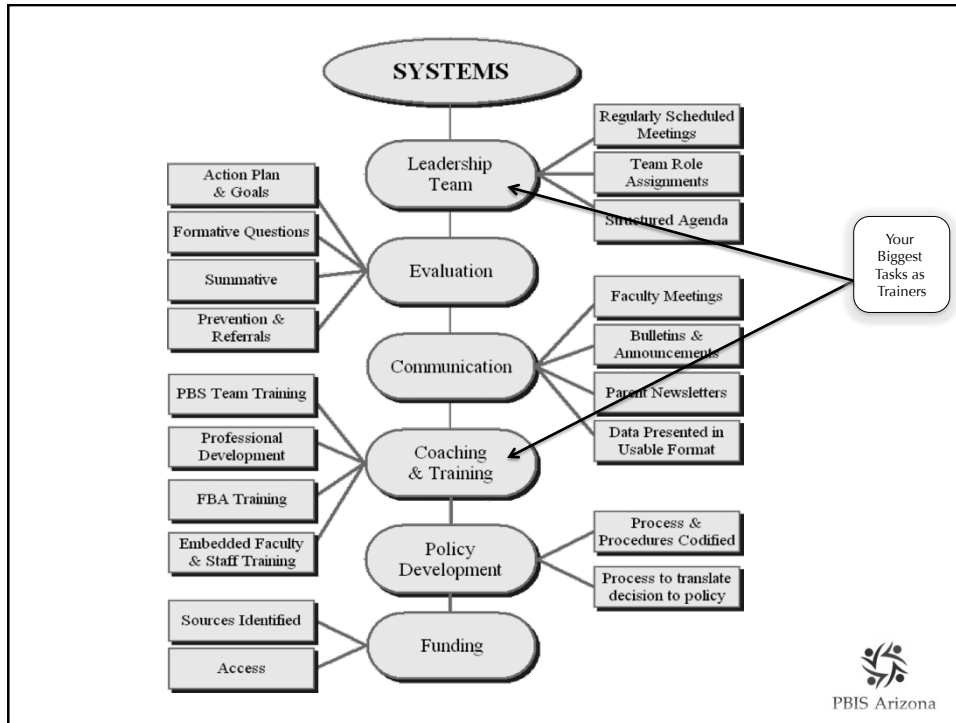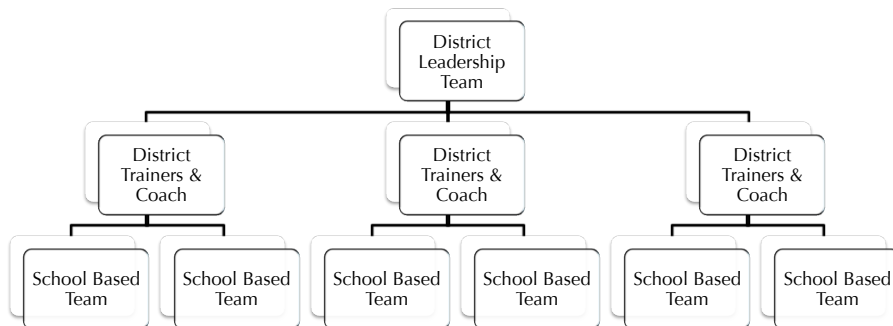
Practices

EXAMPLE OF SYSTEMATIC APPROACH TO DISTRICT WIDE PBIS TRAINING, IMPLEMENTATION, AND SUSTAINABILITY

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Trainers & Coaches

	Internal Trainer (School based)	External Trainer (Non-School based)	Types of Trainers
Advantages	*Knowledge of school* *Staff relationships* *Regular access*	*Independent* *Outside perspective* *Multiple schools experience* *More site based flexibility*	Director of Student Services Director of Special Education Assistant Superintendent for Curriculum Director of Secondary Education Director of Elementary Education Professional Development Coordinator Prevention Specialists
Disadvantages	*Conflicting roles* *Narrow range of experiences* *Inability to leave campus*	*Limited knowledge of school* *Limited relationships* *Less frequent access*	Building Principals Classroom Teacher School Psychologist Social Worker Guidance Counselor Data management professional

Skills for Effective Trainers & Coaches

Focus of Effective Trainers:
- Build local capacity
  - Become unnecessary…but remain available
- Maximize current competence
  - Avoid changing things that are working (appropriately)
  - Always make the smallest change that will have the biggest impact
- Focus on valued outcomes
  - Tie all efforts to the benefits for children
- Emphasize Accountability
  - Measure and report; measure and report; measure and report.
- Build credibility through
  - (a) consistency, (b) competence with behavioral principles/ practices, (c) relationships, (d) time investment.
- Precorrection strategies for success

Mastery of & Fluent with:
- Data collection systems
- Data analysis and decision making
- Data collection tools (e.g. SET, PBIS survey)
- Essential features of school-wide PBIS
- Analysis of setting events
- Principles of reinforcement
- Effective instruction
- Classroom management
- Applied behavior analysis
- Functional assessment
- Behavior change plans
- Monitoring interventions

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Troubleshooting Challenges

Vision	Skills	Incentives	Resources	Action Plan =	CHANGE
	Skills	Incentives	Resources	Action Plan =	CONFUSION
Vision		Incentives	Resources	Action Plan =	ANXIETY
Vision	Skills		Resources	Action Plan =	RESISTANCE
Vision	Skills	Incentives		Action Plan =	FRUSTRATION
Vision	Skills	Incentives	Resources	=	TREADMILL

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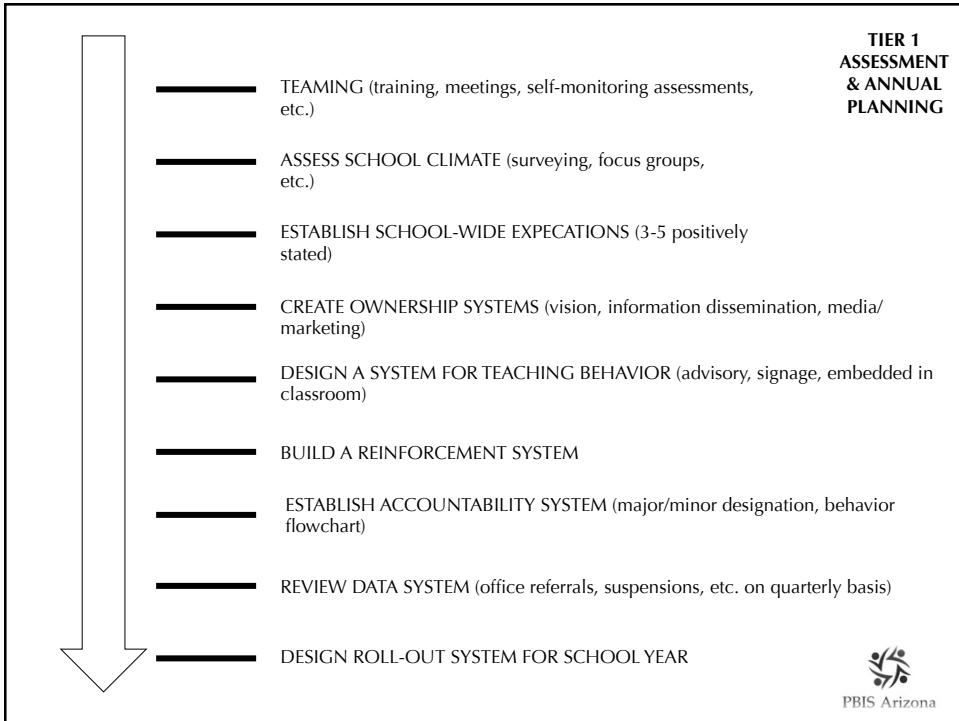5. Teaming & Action Planning

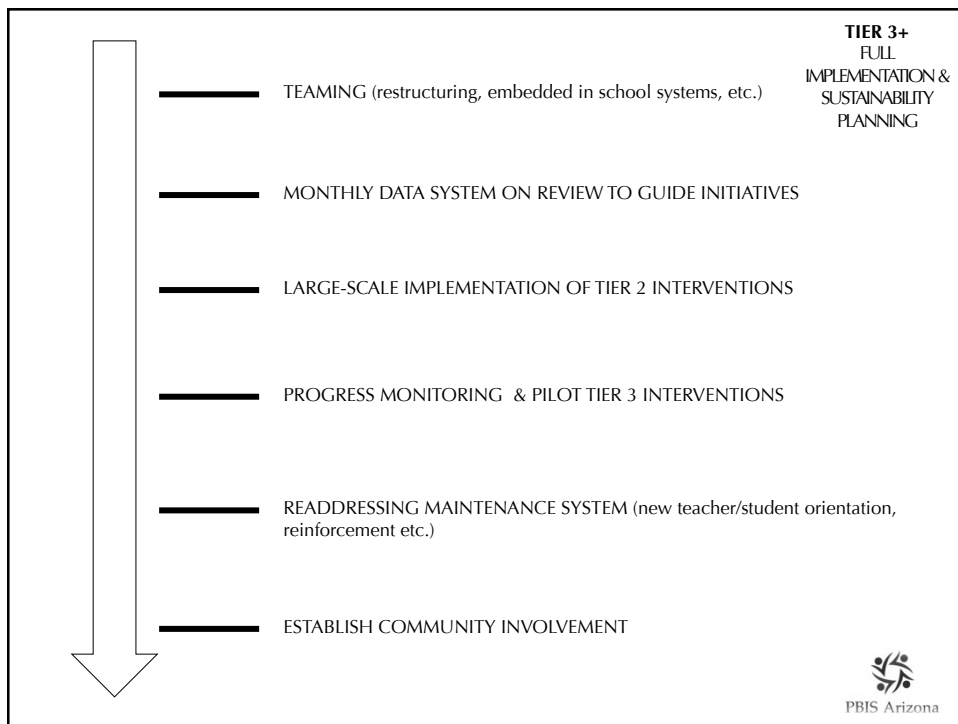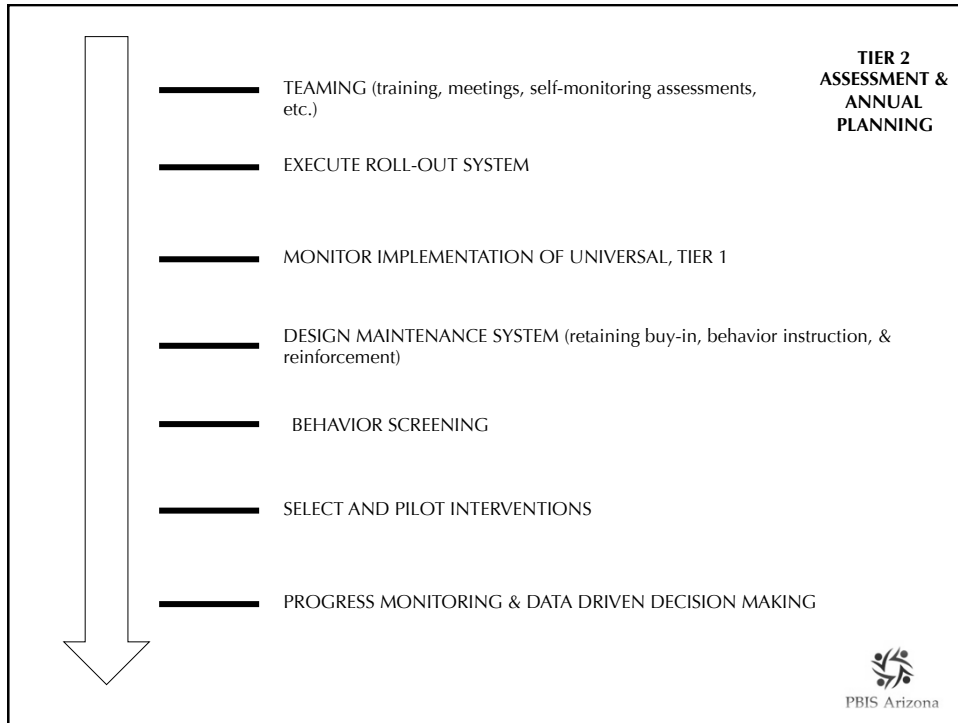PBIS Arizona

Tier 2 Scope & Sequence

Day 1: PBIS implementation fundamentals reviewed, Assessment & Behavioral Screening, Teaming and Action Planning

Day 2: Intervention Logistics and Planning, Review Screening, Matching Interventions, Intervention training: Check In / Check Out

Day 3: Progress Monitoring, Problem Solving & Data Sharing, Intervention Topics: Social Skills Training, Bullying, and Self Monitoring, Tier 1 Ongoing Classroom Management Supports

---

TIER 1 ASSESSMENT & ANNUAL PLANNING

TEAMING (training, meetings, self-monitoring assessments, etc.)

ASSESS SCHOOL CLIMATE (surveying, focus groups, etc.)

ESTABLISH SCHOOL-WIDE EXPECATIONS (3-5 positively stated)

CREATE OWNERSHIP SYSTEMS (vision, information dissemination, media/marketing)

DESIGN A SYSTEM FOR TEACHING BEHAVIOR (advisory, signage, embedded in classroom)

BUILD A REINFORCEMENT SYSTEM

ESTABLISH ACCOUNTABILITY SYSTEM (major/minor designation, behavior flowchart)

REVIEW DATA SYSTEM (office referrals, suspensions, etc. on quarterly basis)

DESIGN ROLL-OUT SYSTEM FOR SCHOOL YEAR

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TIER 2
ASSESSMENT &
ANNUAL
PLANNING

TEAMING (training, meetings, self-monitoring assessments, etc.)

EXECUTE ROLL-OUT SYSTEM

MONITOR IMPLEMENTATION OF UNIVERSAL, TIER 1

DESIGN MAINTENANCE SYSTEM (retaining buy-in, behavior instruction, & reinforcement)

BEHAVIOR SCREENING

SELECT AND PILOT INTERVENTIONS

PROGRESS MONITORING & DATA DRIVEN DECISION MAKING

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TIER 3+
FULL
IMPLEMENTATION &
SUSTAINABILITY
PLANNING

TEAMING (restructuring, embedded in school systems, etc.)

MONTHLY DATA SYSTEM ON REVIEW TO GUIDE INITIATIVES

LARGE-SCALE IMPLEMENTATION OF TIER 2 INTERVENTIONS

PROGRESS MONITORING & PILOT TIER 3 INTERVENTIONS

READDRESSING MAINTENANCE SYSTEM (new teacher/student orientation, reinforcement etc.)

ESTABLISH COMMUNITY INVOLVEMENT

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Let's Practice Coaching!

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Coaching & Training Scenarios

What is the problem?
What would you recommend?

Your TFI data indicate that most of the students cannot accurately verbalize the school-wide PBIS expectations, but receive reinforcement slips regularly.

Problem? Advice?

Teachers voice that PBIS is too much work and they do not know the impact of their new practices.

Problem? Advice?

Students are receiving an abnormally high amount of reinforcement slips on a regular basis, but behavior is not changing at the same levels.

Problem? Advice?

Students are demonstrating problem behavior in the bus line more than any other location on the school campus.

Problem? Advice?

Coaching & Training Scenarios

What is the problem?
What would you recommend?

The PBIS school team is not attaining their goals on their action plan. The team lead is the principal and he/she does not attend team meetings consistently.

Problem?   Advice?

Students have lost interest in the reinforcement system.

Problem?   Advice?

Students are increasingly being referred to the office for Minor/ Classroom Managed Behaviors.

Problem?   Advice?

Students are able to state what PBIS expectations look like in a specific setting/location, but cannot articulate how PBIS expectations would be evident in classroom curriculum. Ex: Identify a time in history where a leader demonstrated ***Integrity***?

Problem?   Advice?

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PBIS Framework

Tier 3: Intensive Supports
Specialized/Individualized systems for students with
high risk behaviors

Tier 2: Targeted Supports
Specialized group systems for students with
At-risk behaviors.

Tier 1: Universal Supports
School/Classroom-wide
systems for all students,
staff, & settings.

Tier 3: Intensive
~ 5% of students

Tier 2: Targeted
~ 15% of students

Tier 1: Universal
~ 80 % of students

Level of Support

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PBIS Fundamentals

5 Systems for PBIS Success

1. Expectations System
2. Teaching System
3. Reinforcement System
4. Accountability System
5. Data System

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Expectations System

Mrs. Mutner liked to go over a few of her rules on the first day of school.

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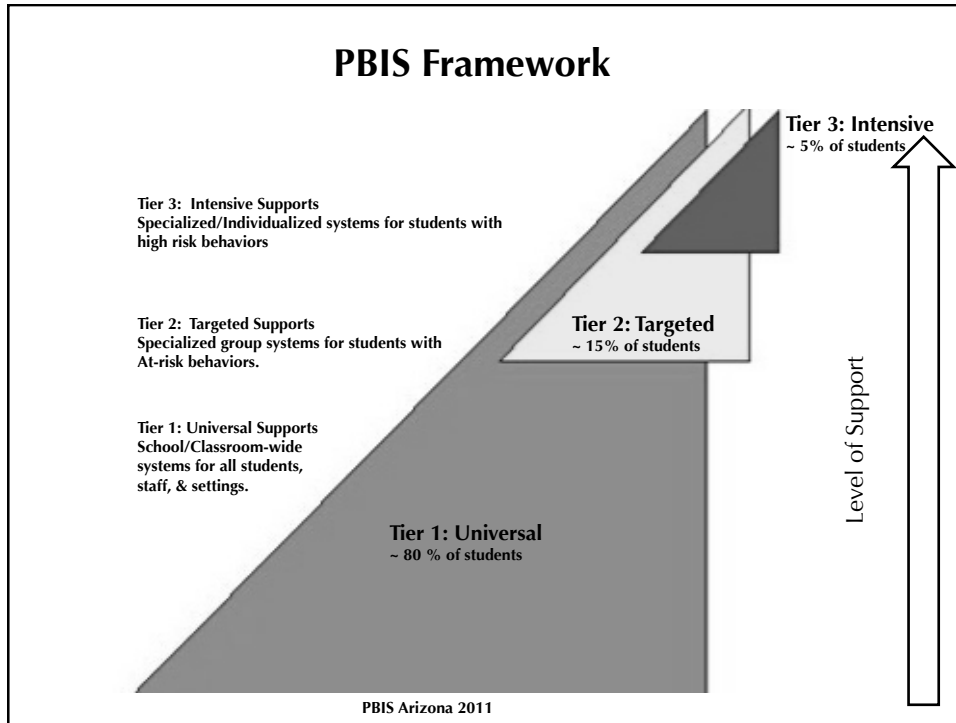
EXPECTATIONS SYSTEM ESSENTIALS

1 3-5 MAX

2 POSITVELY STATED

3 MARKETING

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This is a presentation handout page with two slides. The top slide is an image (photo of a restroom expectations sign). The bottom slide has text content.
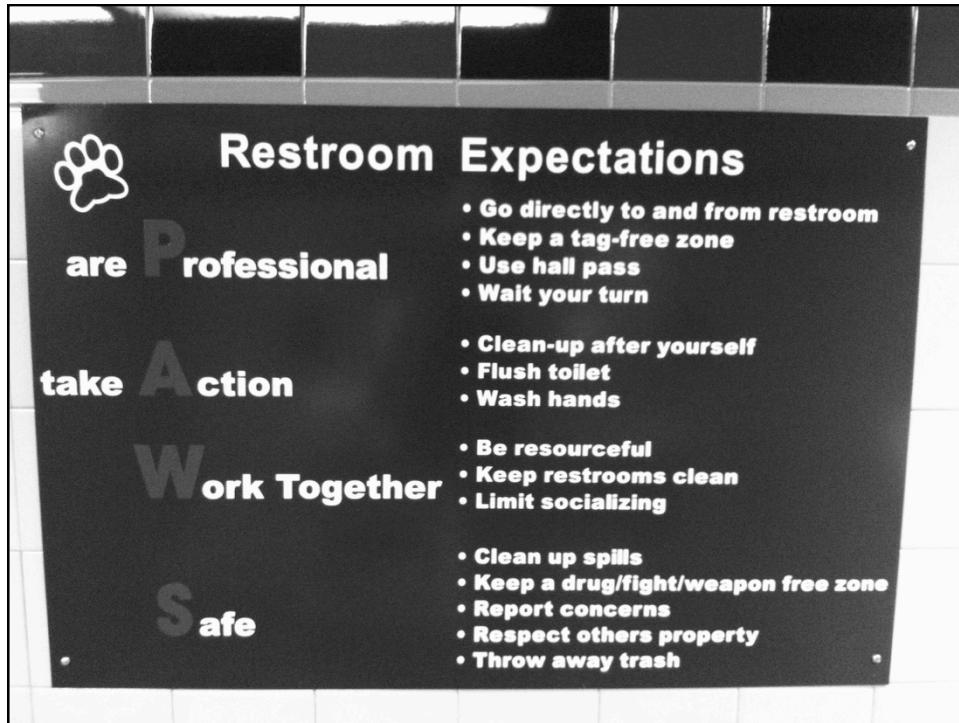
Evaluating Behavior Matrices

✓ Ensure to address the actions you are seeking to build and reinforce within your students.

✓ Keep it relevant to actual student behavior trends.

✓ Use student-friendly, age-appropriate language.

✓ Repetition of rules is OK, just be sure to use the exact same language and keep it aligned to the same expectation.

Teachable, can be modeled, practiced, and reinforced

Specific, can be observed

Appropriate for each location

Positively stated, tell student what you WANT them to do.

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	EVALUATE THE EXPECTATIONS SYSTEM

COACHING
Questions

✓Are all behaviors on matrix <u>positively stated</u> *and* <u>measurable</u>?

✓Is signage posted in every location? Does data suggest need for signage?

✓What is the annual PBIS roll out plan?
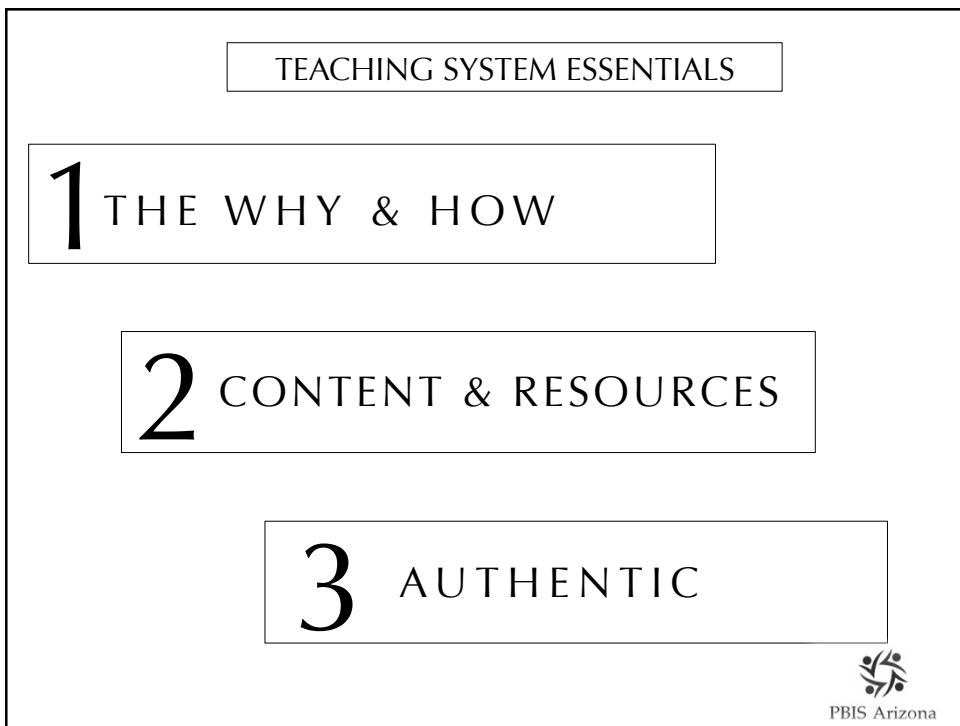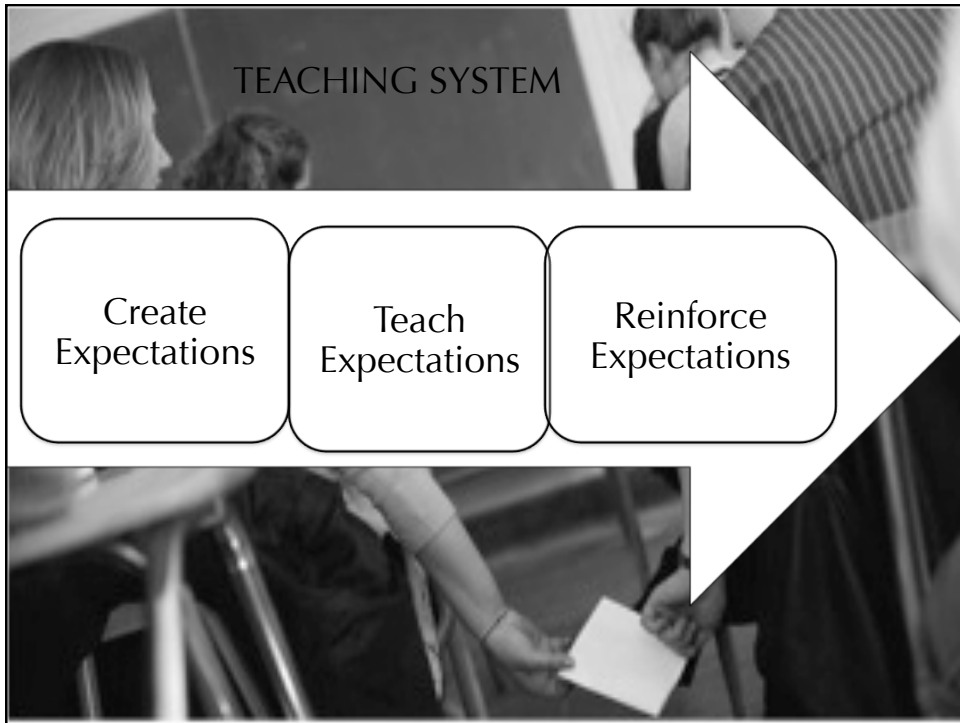
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PBIS Fundamentals

<u>5 Systems for PBIS Success</u>

1. ~~Expectations System~~
2. Teaching System
3. Reinforcement System
4. Accountability System
5. Data System

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TEACHING SYSTEM

Create Expectations

Teach Expectations

Reinforce Expectations

TEACHING SYSTEM ESSENTIALS

1 THE WHY & HOW

2 CONTENT & RESOURCES

3 AUTHENTIC

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For a child to LEARN something NEW, it N E E D S to be R E P E A T E D on <u>average</u> of **8 TIMES**.

For a child to UNLEARN an <u>old behavior</u> & REPLACE with a <u>new behavior</u>, the new behavior must be REPEATED on average

2 8 T I M E S .

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TEACHING BEHAVIOR 101

Classroom Voice Levels

5 Out of Control
Just way too loud

4 Loud Crowd
Too loud for most activities

3 Formal Normal
Regular speeds,
Class participation

2 Low Flow
Partner or team work

1 Spy Talk
Whisper quietly to your
neighbor

0 Zero Noise Level
Silence, No Talking,
Testing, Individual Work

✓"**Skills deficits**" – student do not always have the appropriate skills

✓"**Not knowing the when**" - students are not always aware of the appropriate application of skills

✓"**Practice makes permanent**" – students may have not been taught specific classroom procedures and routines

✓"**Awareness of surroundings**" – skills are not taught in the context of where they should occur

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PLANNING FOR TEACHING BEHAVIOR

YEARLY

✓**Introductory/Roll-outs events** – presenting school-wide expectations and rules to whole school

WEEKLY

✓**Ongoing instruction** – utilizing academic activities to teach expectations and build student connections

AS NEEDED

✓**Embed into school structures** – utilizing expectations in classroom procedures and projects, along with all school activities.

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EVALUATE THE TEACHING SYSTEM

COACHING Questions

✓Have the PBIS lesson plans / bank created?

✓What is the teaching schedule for PBIS lessons?

✓When and How often are teachers expected to embed expectations & share out embedding activities into lessons?

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PBIS Fundamentals

5 Systems for PBIS Success

1. ~~Expectations System~~
2. ~~Teaching System~~
3. **Reinforcement System**
4. Accountability System
5. Data System

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REINFORCEMENT SYSTEM ESSENTIALS

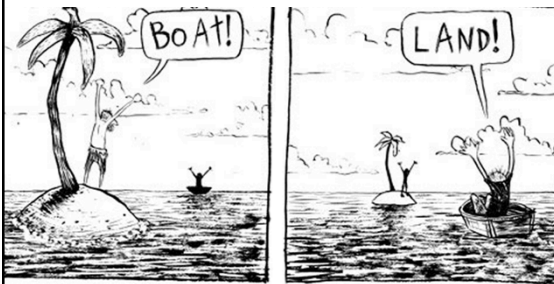**1** UNDERSTANDING THE WHY

2 TEACH THE SYSTEM

3 FREQUENT, INTERMEDIATE, LONGTERM, & STAFF

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WHY? Because you get what you look for.

If we <u>look</u> for DISRUPTIVE behaviors,
we will get MORE <u>disruptive</u> behaviors.

If we <u>look</u> for POSITIVE behaviors,
we will get MORE <u>positive</u> behaviors.

Perspective…

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REINFORCEMENT ESSENTIALS

✓**STATE THE EXPECTATION**
  ▪ "Thank you for being responsible….."
  ▪ "I see you are being safe…."

✓**STATE THE SKILL**
  ▪ "By raising your hand and waiting to be called on."
  ▪ "By wearing your ID on campus."

✓**DELIVER REINFORCEMENT!**

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TEACH THE SYSTEM
CONNECT WITH STAFF & STUDENTS

✓ Acknowledgement immediately when behavior is exhibited

✓ Always pair with verbal/social acknowledgement

✓ Five to one rule

✓ Limit contingency – reward when reached, not if reached

✓ Earned acknowledgement cannot be taken away

✓ Reinforce frequently in the beginning…be strategic as time goes by

---

REINFORCMENT SYSTEM COMPONENTS

1. **Frequent Reinforcement**
   - Something tangible (usually a ticket or coupon) given to students <u>immediately</u> upon demonstrating a specific skill from the expectation matrix

2. **Intermediate Reinforcement**
   - A weekly or monthly drawing from frequent tickets for an item, activity or privilege that is reinforcing to students; targeted focus on specific behaviors

3. **Long-term Celebrations**
   - A quarterly or semester drawing from frequent tickets for an item, activity or privilege that is reinforcing to students

4. **Staff Reinforcement**
   - When student tickets are drawn, the staff who reinforced the student should be recognized – verbally or with an item, activity or privilege that is reinforcing to staff
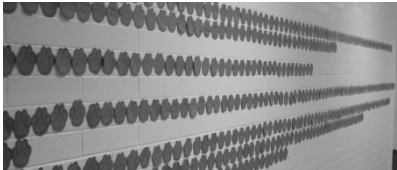
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FREQUENT REINFORCEMENT

INTERMEDIATE REINFORCEMENT

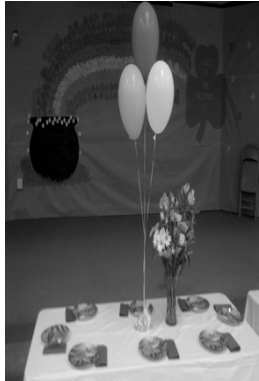**LONG-TERM REINFORCEMENT**

REINFORCEMENT STRATEGIES

Hit a target of __ days without ____

Competitions by grade, location, department based on data trends

Contest to reduce tardies by __%

Reinforcement Blitzes

Random "Heat Wave" instead of Sweep

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EVALUATE THE
REINFORCEMENT SYSTEM

COACHING
Questions

✓ **Asses the school-wide system reinforcement system. What are the plans for:**
  - Frequent
  - Intermediate
  - Long-term
  - Staff

✓ **Does the PBIS team have an expectation / reinforcement blitz procedure?**
  - Dates selected
  - Procedures for selecting and training for blitzes

✓ **Do the teachers classroom systems track positive behaviors or mostly clip down? How can the classrooms increase tracking positive behaviors?**

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PBIS Fundamentals

5 Systems for PBIS Success

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THE PBIS BALANCE

The application of behavioral principles

reinforcement, and monitoring) in the discipline setting as a means of establishing consequences that effectively introduce replacement skills for undesired behaviors by promoting desired targets through feedback.

Disci...

Decreases... behavior, bu... teach or r... desired b...

...eedback/ ...cement

...esired target ...teaching & ...expectations.

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ACCOUNTABILITY SYSTEM ESSENTIALS

1 PREVENTION & CORRECTIVE STRATEGIES

2 MAJOR & MINOR CONSEQUENCE FLOW CHART

3 PRACTICING ACCOUNTABILITY STRATEGIES

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PREVENTION & CORRECTIVE STRATEGIES

OCCURRENCE OF INAPPROPATE BEHAVIORS

-
- behavioral skills
- Limited opportunity to practice acquisition
- Inadequate awareness of when to use skills
- Negative Teacher student interaction

Use strategies for encouraging expected behavior

Attend to students who display expected behavior

Pre-correct for problem behavior & Use Compliance Steps

Redirect when early problem behavior occurs & Manage Consequences

Individualize correction procedures

Evaluate regularly

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MAJOR & MINOR
CONSEQUENCE FLOWCHART ESSENTIALS

Observe problem behavior

Problem solve with students

Hierarchy of classroom

Explain
1ˢᵗ -Warning 2ⁿᵈ -Lunch Detention

NO — Is behavior office managed? — YES

Write referral to office

Behavior plan send student to neighboring teacher

If behavior persists, staple behavior plan to referral & call parents

Classroom Managed	vs	Office Managed
• Language		• Weapons
• Tardies		• Fighting or
• Preparedness		aggressive
• Calling Out		physical contact
• Put Down		• Chronic minor
• Throwing		infractions
• Refusing to work		• Aggressive
• Minor dishonesty		language
• Tone/Attitude		• Threats
• Electronic		• Harassment
Devices		of student/teacher
• Food or Drink		• Major Dishonesty
Gum		• Truancy
		• Smoking
		• Vandalism
		• Alcohol
		• Drugs
		• Gambling

Administrator determines consequence according to matrix

Administrator follows through on consequence

Administrator provides teacher feedback

Write the student a REFERRAL to the main office

SIDE BAR Possible Interventions
- Change seat
- Buddy teacher
- Think time
- Use of intervention techniques such as "Stop & Think"
- Inform parents
- Redirect behavior
- Create another activity for the student
- Follow PBS suggested interventions
    1. Inform student of expectation violated
    2. Describe expected behavior
    3. Utilize intervention strategies such as one of the above suggestions.
    4. Debrief child and re-teach appropriate school wide behavioral expectation

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PRACTICING YOUR
ACCOUNTABILITY SYSTEM

TRAINING TOOL

- On Monday, Johnny is off task while conducting a math lesson. Twenty minutes later he is off task again searching through his backpack. Wednesday, he is off task while he is suppose to be working in a group. Later on that period, he is off task while he is suppose to be doing independent reading. Friday, he is off task talking to his friends.

- What would you say/do?

- Follow your school's Behavior Flowchart and discuss how you would intervene with each behavior in this Case Study.

- Reconvene as a group and discuss the correct response.

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Example of using flowchart w/ Case Study

- On Monday, Johnny is off task while conducting a math lesson. (Redirect)
- Twenty minutes later he is off task again searching through his backpack. (Intervention 1 – teach and reteach /document minor behavior)
- Wednesday, he is off task while he is suppe~~~~ed~~~~ in a group. (Intervention 2 – teach and reteach~~~~~~~~~~~~~~~~~ reflection sheet / document minor behavi~~~~~~
- Later on that p~~~~~~~~~~~~~~~~~~~~~~~~e to be doing independent re~~~~~~~~~~~~~~~~~~~~ch and reteach / make home contact / docum~~~~~~~~~~~~~~~or)
- Friday, he is off tas~~~~~~ng to his friends. (Write ODR / attach minor behavior form / call office to inform that student is coming up)

Complete this with the correct answers based on your Behavior Flowchart

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*** Training Tool ***

COACHING
Questions

EVALUATE THE
ACCOUNTABILITY SYSTEM

✓Does school have consequence flow charts
with major v. minor list & intervention strategies?

✓How often are teachers trained on
accountability behavior & classroom
management strategies (Ex: Precorrection,
Compliance Techniques, etc.)?

✓Is there a streamlined referral process (from
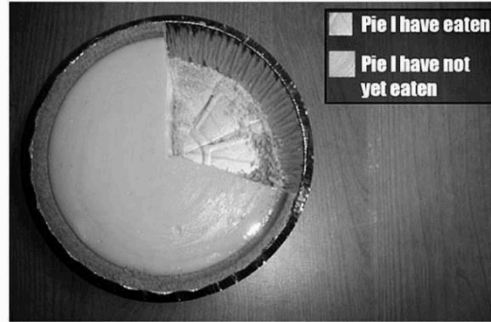referral – data entry – progress monitoring)?

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PBIS Fundamentals

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3. ~~Reinforcement System~~
4. ~~Accountability System~~
5. **Data System**

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Getting comfortable with data driven decision making

DATA ANALYSIS

THE
"BIG 5"

1 VIOLATIONS – what behavior concerns are trending on campus?
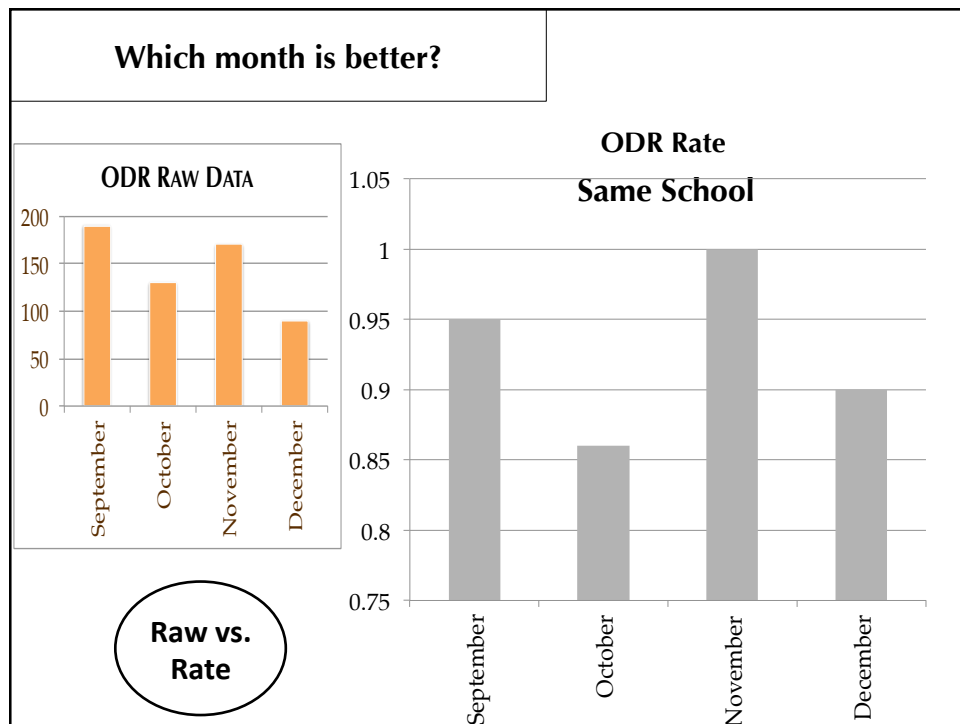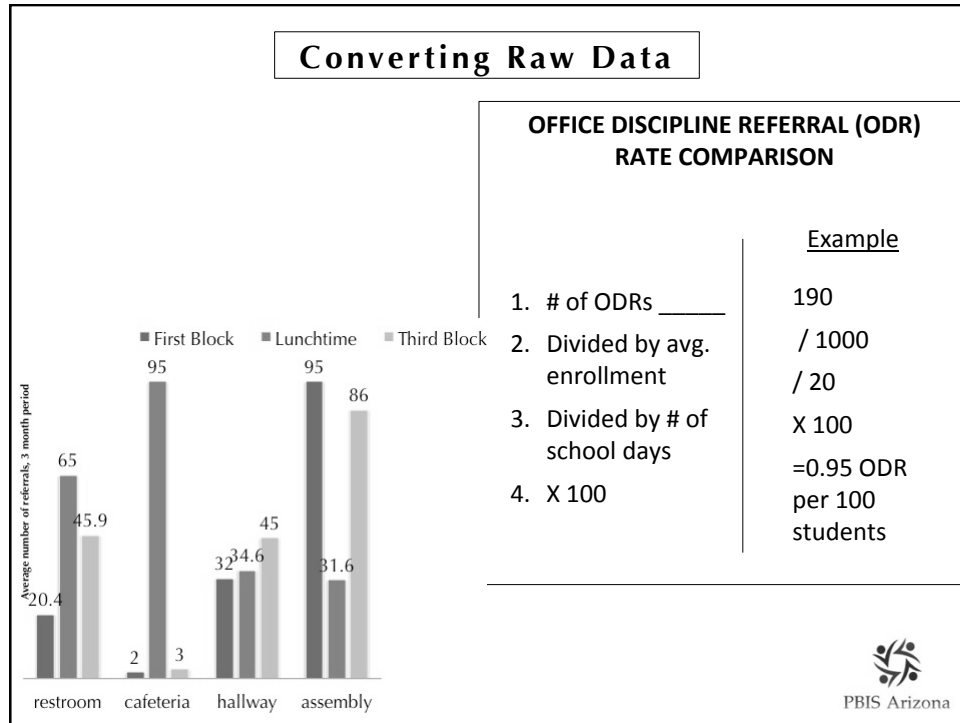
2 LOCATIONS – where on campus are behavior concerns occurring?

3 DAY – which days of the week encounter more behavior concerns?

4 TIME – are certain behaviors occurring during specific times?

5 STUDENT – who are the students with frequent referrals?

Converting Raw Data

OFFICE DISCIPLINE REFERRAL (ODR) RATE COMPARISON

	Example
1. # of ODRs _____	190
2. Divided by avg. enrollment	/ 1000
3. Divided by # of school days	/ 20
4. X 100	X 100
	=0.95 ODR per 100 students

First Block Lunchtime Third Block

Average number of referrals, 3 month period

restroom: 20.4, 65, 45.9
cafeteria: 2, 95, 3
hallway: 32, 34.6, 45
assembly: 95, 31.6, 86

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Which month is better?

ODR Raw Data

September, October, November, December

**ODR Rate
Same School**

September 0.95, October 0.86, November 1.0, December 0.90

Raw vs. Rate

Calculate Percent Change

- Rate A (2013)
- Rate B (2014)

1. Subtract A − B = C
   - 1.35 - .98 = .37
2. Divide   C ÷ A = D
   - .37 ÷ 1.35 = .27
3. Multiply D × 100
   - .27 × 100 = 27 %

27 % change

ODR Comparison

27%

74%

■ Lincoln School

2008 2009 2010 2011
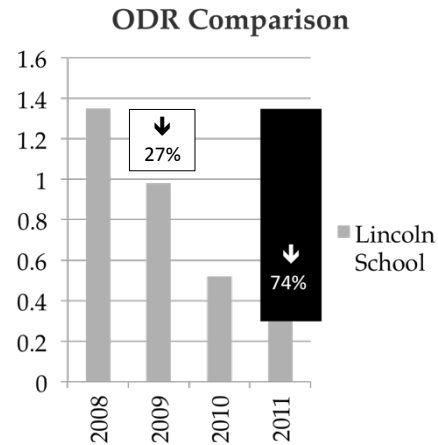
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Interpreting Office Referral Data
Is there a problem?

Absolute level
- Middle, High Schools (> 1 per day per 100)
- Elementary Schools (>.5 per day per 100)

Trends
- Peaks before breaks?
- Gradual increasing trend across year?

Compare levels to last year
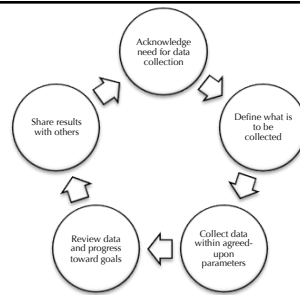- Describe Change

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Data Decision Rules

If:	Focus on:
> 40 % of student received 1 + ODR > 2.5 ODR/student	School-wide System
> 60 % of referrals come from classroom > 50 % of ODR come from < 10 % of classrooms	Classroom System
> 35% of referrals come from non-classroom settings > 15% of students referred from non-classroom settings	Non-Classroom System
>10-15 student receive >5 ODR	Supplemental Group Interventions (Tier 2)
< 10 student with >10 ODR < 10 students continue rate of referrals after receiving supplemental (Tier 2) support Small number of students destabilizing overall functioning of school	Targeted Individual / Group Interventions (Tier 3)

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DATA DRIVEN DECISION MAKING

Acknowledge need for data collection → Define what is to be collected → Collect data within agreed-upon parameters → Review data and progress toward goals → Share results with others

- Is there a problem?
- What is the problem?
- What systems are affected?
  Expectations/Teaching System, Reinforcement System, Accountability System, Data System

- How do we know?
  Visual Analysis ➔ Data Analysis ➔ Problem Solving Process

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PROBLEM ANALYSIS & ACTION PLANNING

PROBLEM ANALYSIS/HYPOTHESIS

Hypothesis:
- What is the problem?
- When, where, and how often is the problem occurring?
- Who is engaging in the problem behavior?
- Why is the problem behavior occurring?

The most significant concerns of the PBIS team is <u>defiance and disrespect</u>
                                                              problem behavior

that is taking place most often in <u>the classroom setting</u>. This behavior
                                              problem location

occurs <u>during third hour on Friday afternoons with Freshmen</u>.
       frequency/ quantity of behavior   *grade level / groups of students*

We think students may engage in this behavior in order to

<u>gain adult attention to avoid during work</u>.
 function of behavior (get/obtain or avoid/escape)

Data Analysis Worksheet

- What are the biggest problems?
- How often is it happening?
- When is the problem most likely?
- Where is it happening?
- Who is engaged in the behavior?
- Why is the problem sustaining?

COACHING Questions

Do we need to reteach expectations as they pertain to a specific behavior?
Do we need to reteach expectation to specific students?
Do we need to reteach expectations in a specific location?
Do we need to reteach expectations at a specific time during the day (such as recess or lunch)?
Do we need to remind students about the expectations on specific days of the week (after long weekends or breaks)?

ACTIVITY: Data Analysis Worksheet
Materials: Data from last year to present day.
Complete Data Analysis Worksheet with team.

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Agenda

1. ~~Year 2 Training Scope~~

2. ~~The 5 Systems of PBIS Tier 1~~

3. **Assessments & Behavior Screening**

4. Teaming & Action Planning

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Clean Data = Effective Decision Making

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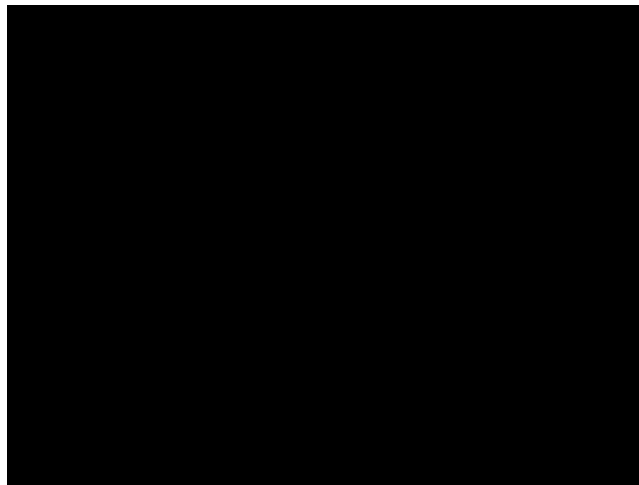
Tier 2
Detecting, responding & progress monitoring

- ~~Phase 1 = Provide Adequate Tier 1 Instruction~~
- **<u>Phase 2 = Screening Process</u>**
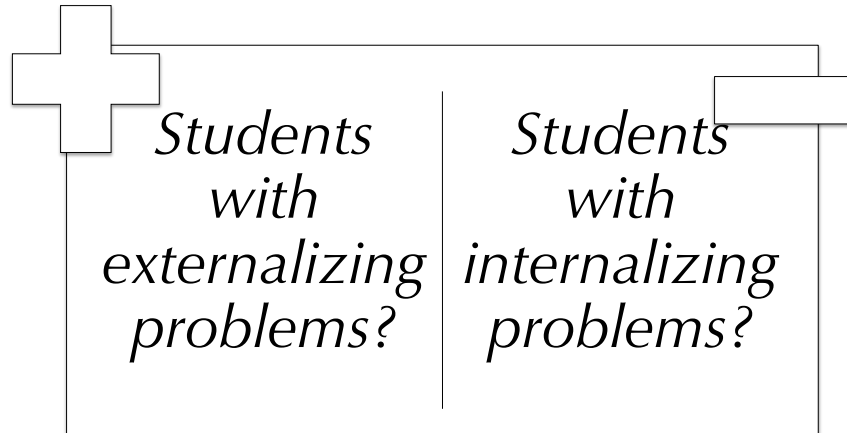- Phase 3 = Prescriptively Select Intervention
- Phase 4 = Evaluate Outcomes & Make Decisions

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Discussion

What data/information does your school use to identify students not responding to Tier 1?

A	B	C	D	E
maybe	maybe	maybe	maybe	maybe

Are ODRs Enough?

Students with externalizing problems? | *Students with internalizing problems?*

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Universally Accepted Types of Screening in School

Readiness

Academic

Vision

Hearing

Dental

Why not?

Behavior

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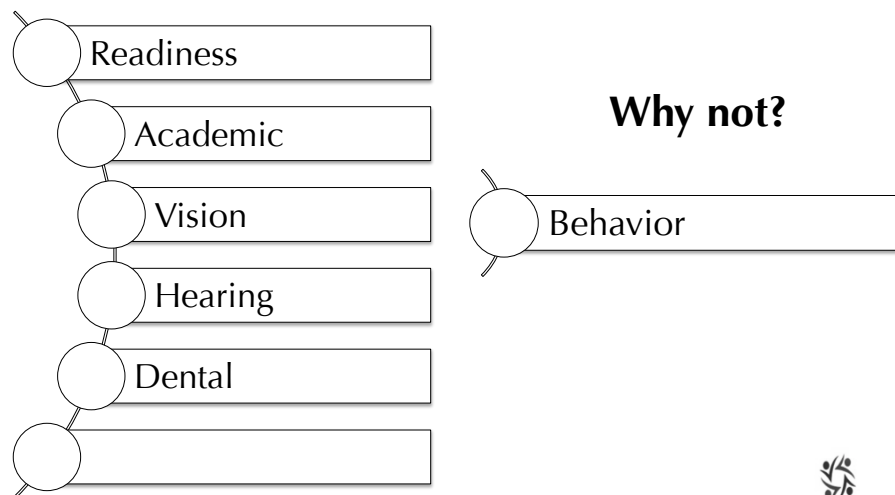
Behavior screening is <u>not</u> diagnosing
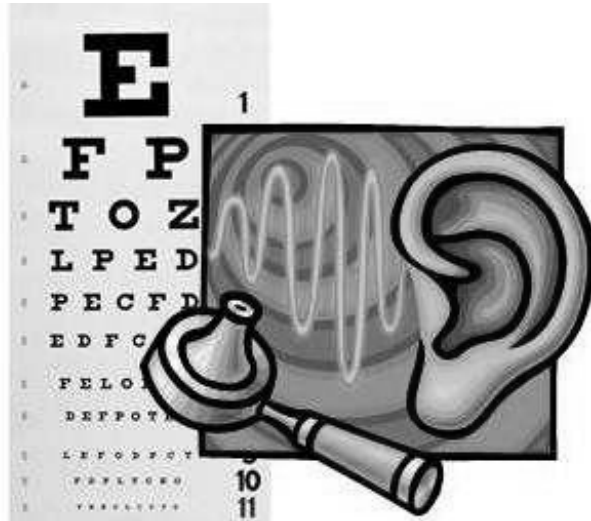
Multi Level Methods of Screening

Three Pathways

Nomination		
Traditional referrals Childfind	Behavioral Indicators	
	ODR Trends Attendance Grades Visits to the Nurse Minor Infraction Data	Systematic Screening
		SRSS BESS Standardized Data

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Stage 1   Stage 2

ODR Data

Needs Met
70%

At Risk
30%

Additional Screening Data

Attention
2%

Depression
8%

Anxiety
12%

Aggression
5%

Social skills
3%

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Identification Process
Multi-Stage Approach

Stage 1

Universal Screen

Tier 1 Data

Stage 2

Elevated?
Screen #2

Not elevated?
Done.

Stage 3

Elevated? Match Intervention to Data

Not elevated?
Monitor responsiveness & adjust Tier 1

Planning for Data Sources

COACHING TOOL

Academic Measures

•Examples of common academic measures:

Report Card, progress reports, grade point average (GPA), course failure, DIBELS scores, writing rubric, curriculum based measures (CBM), state or national standardized test scores.

Behavior Measures

•Examples of common behavior measures:

Office discipline referrals (ODR), attendance, tardies, time outs (frequency or duration), buddy room (frequency or duration), detentions, in/out of school suspensions, counselor visits, crisis intervention team responses, PBIS reinforcement tickets

ACTIVITY: Identify Assessment Sources
Make a T-Chart labeled Academics on one side and Behavior on the other.
List all the ways you can or could assess student academic and behavior progress.

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Develop Assessment Matrix

COACHING TOOL

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May
GPA/Grades			X		X			X		X
Attendance			X		X		X		X	
AIMS	X							X		
DIBELS		X				X			X	
CBM	X	X	X	X	X	X	X	X	X	X
ODR	X	X	X	X	X	X	X	X	X	X
ISS/OSS		X		X		X		X		X
Reinforcement Tickets		X		X		X		X		X
Behavior Screening Measure		X				X				

ACTIVITY: Develop Assessment Matrix
Create an Assessment Matrix to organize the Academic and Behavior measures listed on your T-Chart from the previous activity.

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Features of Good Screening Tools

| Accurate | Cost Efficient | Quick | Useful |
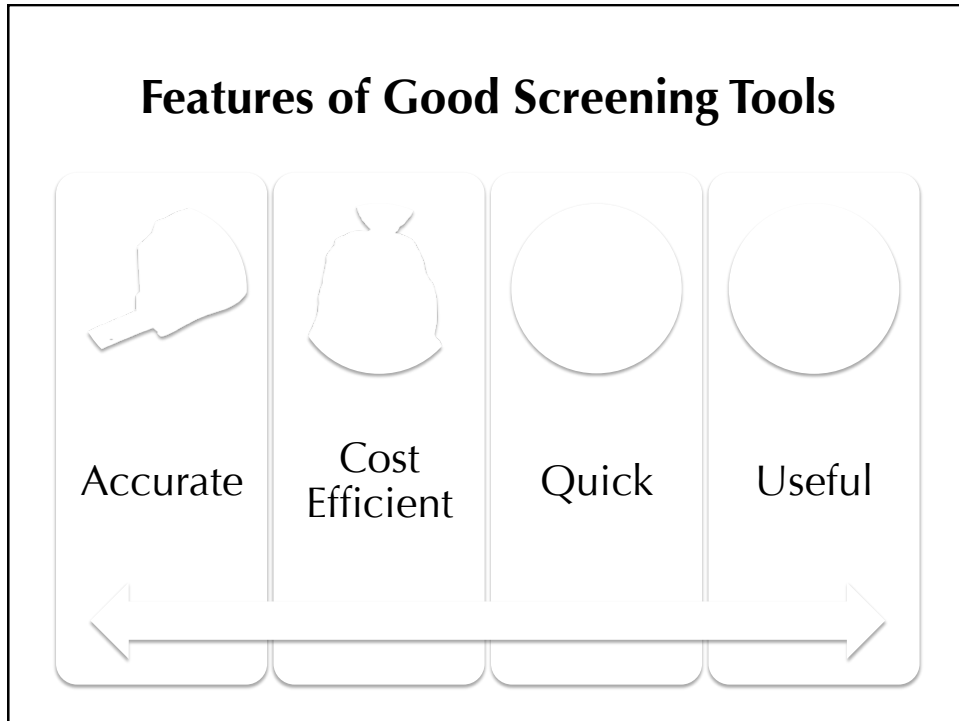
Common Screening Tools

- Universal Screening Instruments

  - Student Risk Screening Scale (SRSS)
    - (Drummond, 1994 – revisions through 2010)
  - Systematic Screening for Behavior Disorders (K-6)
    - Walker & Severson, 1990
  - Strengths & Difficulties Questionnaire (K-12)
    - Goodman, 2001
  - Behavioral & Emotional Screening System (PreK-12)
    - Kamphaus & Reynolds, 2008

  Questions: Does it Identify internalizing & externalizing?
  Does it allows for early identification?

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Behavior Screener Information Chart

Bridget Walker, Ph.D. (2009)

Name	Grade Levels	Description	Comments
Office Discipline Referrals (ODR): Schoolwide Information System (SWIS; www.swis.org)	Grades K - 12	Detailed, easy to use, secure database designed to help schools use data on ODR to inform decision-making at a schoolwide and individual student level. More information on this tool is available at www.swis.org	Very effective at identifying students with externalizing behaviors, but Walker et al. (2005) found that 35% of students who qualified as at risk on the SSBD did not have multiple ODRs, but more internalizing behavior concerns.
Systematic Screening for Behavior Disorders (SSBD; Sopris West).	Originally Grades K – 6, now includes middle school norms (Calderella, Young, Richardson & Young, 2008).	Based on multiple gating procedure, to identify students in either the internalizing or externalizing dimensions of behavior.	Easy to use and widely used by schools and districts implementing RTI and SWPBS initiatives
Student Risk Screening Scale (SRSS; Drummond, 1993; author)	Originally Grades K – 6, now includes middle and high school norms (Lane, Kalberg, Parks, & Carter, 2008)	With this scale the classroom teacher evaluates and assigns a frequency-based, Likert rating to each student in the class in relation to seven behavioral criteria (e.g. lies, cheats, sneaks, steals, behavior problems, peer rejections, low achievement, negative attitude, and aggressive behavior) to determine risk level.	Easy to implement. Found to be highly predictive of identifying students with externalizing behaviors, but less so in identifying students with internalizing behaviors (Lane et al., 2009)

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Behavior Screener Information Chart (continued)

Name	Grade Levels	Description	Comments
The Behavior Assessment Scale for Children Two (BASC-2): *Behavior and Emotional Screening Scale* (BESS; Pearson Publications)	Preschool and grades K-12. Includes teacher, parent, and self-rating forms grades 3-12	Based on the popular Behavioral Assessment Scale for Children, used by many schools to assess students for special education. Intended to be a universal screener to identify students with needs in both the academic and social domains.	The process provides schools with a comprehensive summary of student scores and teacher ratings across grade levels. A comprehensive intervention guide has recently been added to the available support materials
Social Skills Improvement System classroom screening tool (Pearson Publications)	Grades preschool, K-12, with teacher, parent and self-rating forms	A universal screener to identify students with needs in both the academic and social domains.	The process provides teachers with criterion- based method to compare student functioning against grade level expectations in social and academic areas. A comprehensive intervention guide and computer scoring options are also available.
Brief Academic Competence Evaluation Scales System (BACESS; Elliott, Huai, Roach, 2007; author)	Grades K-12, with teacher forms and student forms available for grades 3-12	This scale was developed as a universal screener (covering both academic and academic "enabling" behaviors); it includes 3 phases to determine risk level.	Teachers appreciate that both academic and social domains are integrated in one process, (Elliott, Huai, Roach, 2007).

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Student Risk Screening Scale

1. Rate each student: *0 = Never, 1 = Rarely, 2 = Sometimes, 3 = Frequently*
2. Risk Level: Low (0-3), Moderate (4-8), High (9-21)

STUDENT RISK SCREENING SCALE (SRSS)
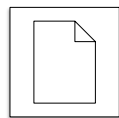
TEACHER NAME [   ]   NUMBER OF STUDENTS SCREENED [   ]

USE THIS SCALE TO RATE EACH ITEM FOR EACH STUDENT
0 = NEVER
1 = OCCASIONALLY
2 = SOMETIMES
3 = FREQUENTLY

					EXTERNALIZING BEHAVIORS						INTERNALIZING BEHAVIORS				
NUMBER OF STUDENTS SCREENED	STUDENT ID#	STUDENT NAME	GRADE and/or TEACHER NAME	STEAL	LIE, CHEAT, SNEAK	BEHAVIOR PROBLEM	PEER REJECTION	LOW ACADEMIC ACHIEVEMENT	NEGATIVE ATTITUDE	AGGRESSIVE BEHAVIOR	EMOTIONALLY FLAT	SHY; WITHDRAWN	SAD; DEPRESSED	ANXIOUS	LONELY
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
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20															

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SRSS Options

Google Doc – Hard Copy   **Google Form – Electronic Entry**
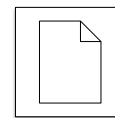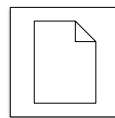
Teacher Survey Form   SRSS Database

For School Specific Electronic Entry:
Please submit a request at:
PBISArizona.org ~ About Us
~PBIS Training Docs ~ Tier 2 Training Series ~
Enter information on request form.

Tips & Tricks for Screening

- Have preset calendar for annual initial and rescreen dates

- Send out as a Google Doc link/Google Forms Document

- Have screeners pre labeled

- Pass screeners to teacher to take home and return in a week

- Pass screeners / Provide link during a faculty meeting to "do during the time allotted"

- Use a back to school event to answer questions and have parents complete screeners

- Have teachers complete on students in home room class

- High school teachers can be selected by a particular hour of the day. (i.e. all teachers screen those students in their room at 9 am)

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Agenda

1. ~~Year 2 Training Scope~~

2. ~~The 5 Systems of PBIS Tier 1~~

3. ~~Assessments & Behavior Screening~~

4. **Teaming & Action Planning**

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Leader
- The Team Leader is responsible for moving the team to accomplish its meeting tasks by providing an agenda and managing the team.

Facilitator
- The Team Facilitator makes things happen with ease.
- The Team Facilitator helps the group with the process, with the "how" decisions, and with digging deeper for information.
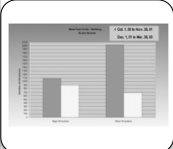
Recorder
- The Team Recorder is responsible for writing down the team's key points, ideas, process, and decisions recording only the facts and avoiding editorializing.

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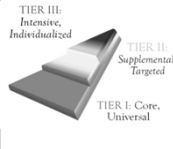
Subcommittee: Data Analysis (2 members)
- The Data Analysis subcommittee collects, organizes, keeps, and updates the team and staff with the current data information.

Subcommittee: Tier 1 Implementation (2-3 members)
- The Tier 1 Implementation subcommittee will oversee and report on PBIS tier 1 implementation, and assessment.

Subcommittee: Tier 2 Planning/Coordination (2 members)
- The Tier 2 Planning subcommittee develop a plan for the required Tier 2 tasks involving logistics, interventions, criteria, progress monitoring and training.

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Data Analysis Subcommittee

Immediate Tasks

•Create assistance request forms

•Become familiar with Data Management System

•Create system/process for data sharing

Ongoing tasks

•Run bi-weekly data reports for PBIS meetings

•Present data reports to staff, administration, community, etc.

•Post data reports

•Progress monitoring reports

•Etc….

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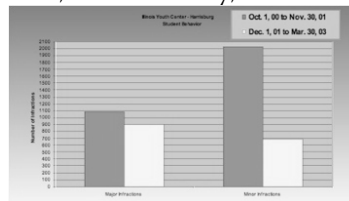
Tier 1 Implementation Subcommittee

Immediate Tasks

•Oversee roll out

•Create PBIS manual for all teachers/subs

•Parents communication system

•Plan continued implementation

Ongoing tasks

•Monitor data

•Coordinate reinforcement system

•Report to PBIS team on progress

•Fidelity checks

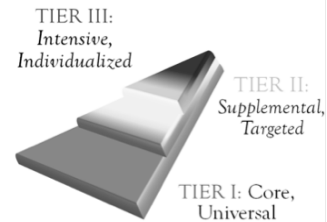•Boosters & ongoing training

•Communication

•Etc….

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Tier 2 Planning/Coordination Subcommittee

Immediate Tasks

•Identify interventions available

•PBIS team select behavior tracking tool (post Y2D2 training)

•Review current referral process (procedure, data, timelines)

•Review teacher request for support process

Ongoing tasks

•Develop intervention intervention manual

•Train staff on interventions

•Develop decision rules

•Progress monitoring

•Etc….

TIER III:
Intensive, Individualized

TIER II:
Supplemental, Targeted

TIER I: Core, Universal

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Where to start? -
PBIS Tier 2 Training & Coach
Action Planning Essentials

Supporting your teams by:

– Complete Working Smarter Matrix w/ team

– Revise the PBIS handbook w/ team

– Ongoing coaching training staff during implementation

– Follow the Year @ A Glance PBIS Coaching & Training Guide

PBIS Coach Year at a Glance & Action Plan
See Calendar & Action Plan Example and Template in Handout

Month	INFORMATION (DATA)	PLANNING (SYSTEMS)	IMPLEMENTATION (PRACTICES)	COMMUNICATION WITH STAFF, FAMILIES and Community
April	- Review ODR graphs, suspension, ethnicity,, attendance, & academic data	- Convene PBIS Team meeting(s) - Develop needed Behavior lesson(s) - Plan for the end-of-the-year school board presentation - Plan for team membership changes for next year (include family members) - Review Action Plan and begin to set goals for next year -Plan for end-of-year celebration	- Teach scheduled Behavior lesson(s) - Conduct celebrations, if applicable (include families) - Complete action plan based on BoQ & SAS results - Continue to progress monitor data to determine intervention effectiveness	- Continue to keep stakeholders informed on results of intervention data - Family/Community Newsletters - Send success stories to media
May /June	- Review ODR graphs, suspension, ethnicity, attendance, & academic data summaries for year	- Conduct SET (for implementation schools) - Convene PBIS Team meeting(s) - Schedule summer team work time, if applicable - Send completed recognition packet to office by mid May	- Teach scheduled Behavior lesson(s) - Conduct celebrations, if applicable (include families) - Present to school board - Reward staff - Continue to progress monitor data to determine intervention effectiveness	- Continue to keep stakeholders informed on results of intervention data - Family/Community Newsletters - Send success stories to media

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Thank you for your participation!!

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