

Supporting Students with Emotional and Behavioral Disabilities (EBD): Applications of PBIS in Alternative School

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Objectives

- We will consider the unique needs of students with EBD and the unique features of alternative settings
- We will discuss data-based examples of Tier 1, 2 and 3 action applied to alternative settings



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Introductions

- Where do you work?
- What is your role?
- Why are you interested in PBIS in alternative settings?



Emotional and Behavioral Disabilities

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- (A) An **inability to learn** that cannot be explained by intellectual, sensory, or health factors.
- (B) An **inability to build or maintain satisfactory interpersonal relationships** with peers and teachers.
- (C) **Inappropriate types of behavior or feelings** under normal circumstances.
- (D) A **general pervasive mood of unhappiness** or depression.
- (E) A tendency to develop **physical symptoms or fears** associated with personal or school problems.



Individuals with Disabilities Education Act (IDEA) of 2004

Alternative Education

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- Individual **states define** alternative education
- **Programs may differ** in key characteristics, such as target population, setting, services, and structure
- In **Massachusetts**: *Alternative education is an initiative within a public school district, charter school, or educational collaborative established to serve at-risk students whose needs are not being met in the traditional school setting. For the purposes of this definition, alternative education does not include private schools, home schooling, General Educational Development (GED) services, or gifted and talented programs. Alternative education may serve some students with disabilities but is not designed exclusively for students with disabilities.*



Alternative Education

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- An emotional or behavioral disorder may have prevented sustained academic and behavioral success in traditional school settings³
- Many placed due to displays of **unsafe behavior** (e.g., physical aggression, possession of weapons), chronic **truancy**, and/or continued **academic difficulty**⁴
 - Need for increased behavioral and academic supports



³Flower, McDaniel, and Jolivette (2011); ⁴Carver, Lewis, and Tice (2010)

Alternative Education Settings

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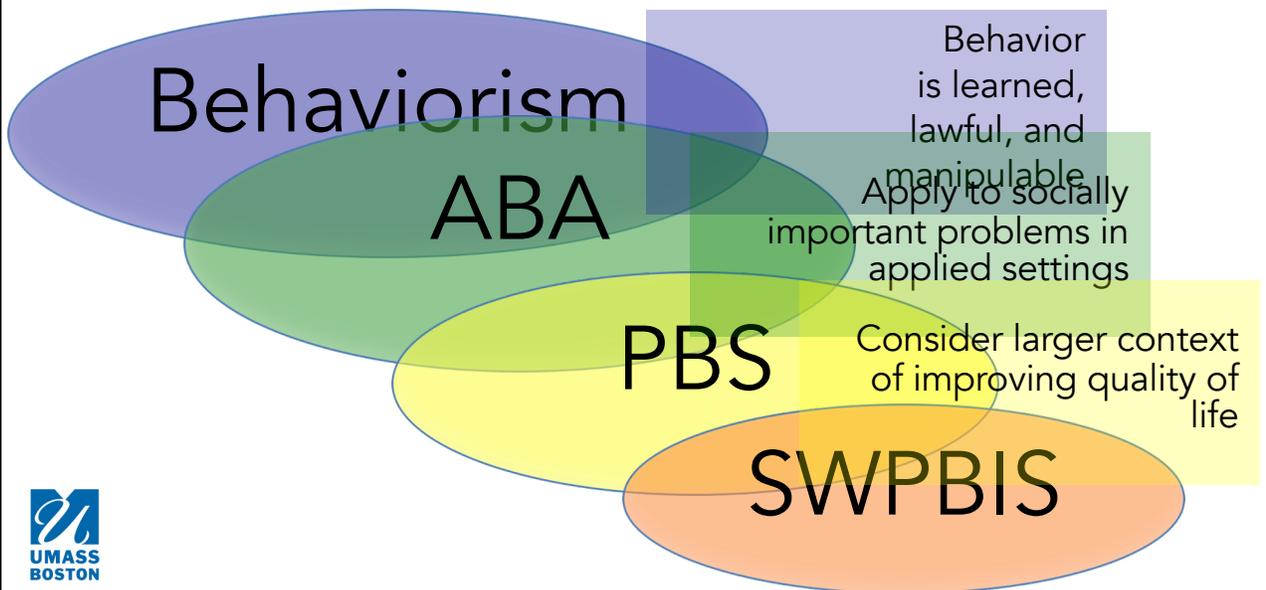
- Address the unique needs of students
- Provide a **nontraditional approach** to education and includes activities that fall outside the traditional K–12 curriculum¹
- Nearly 1.3% of students in the U.S. are educated in alternative programs²
- Primarily serves students with **emotional and/or behavioral concerns**¹



¹Institute for Education Sciences (2014); ²U.S. Department of Education (2002)

Conceptual Foundations of Schoolwide PBIS

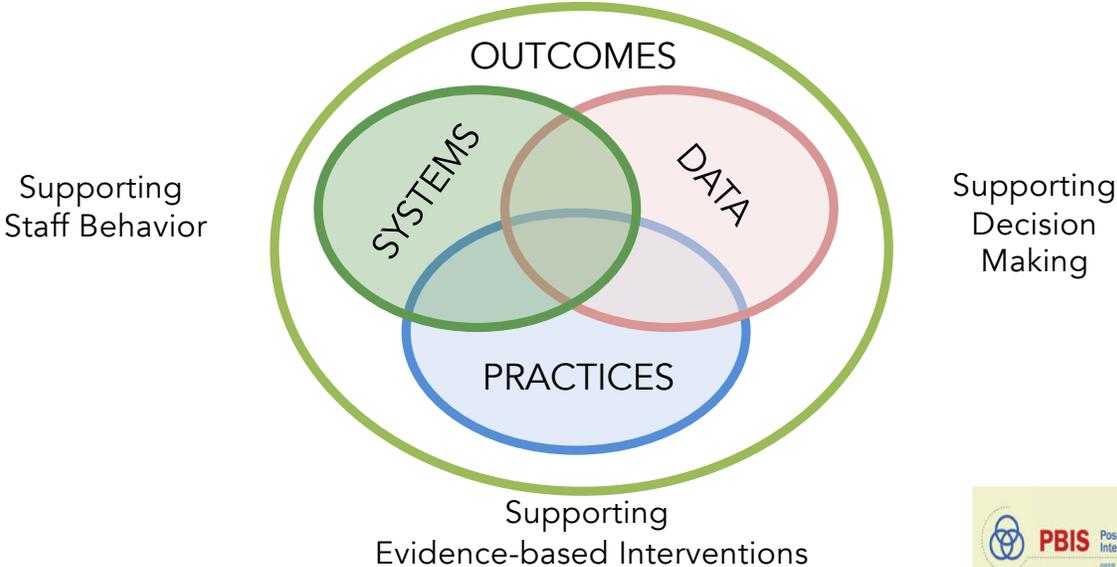
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Critical Features of PBIS

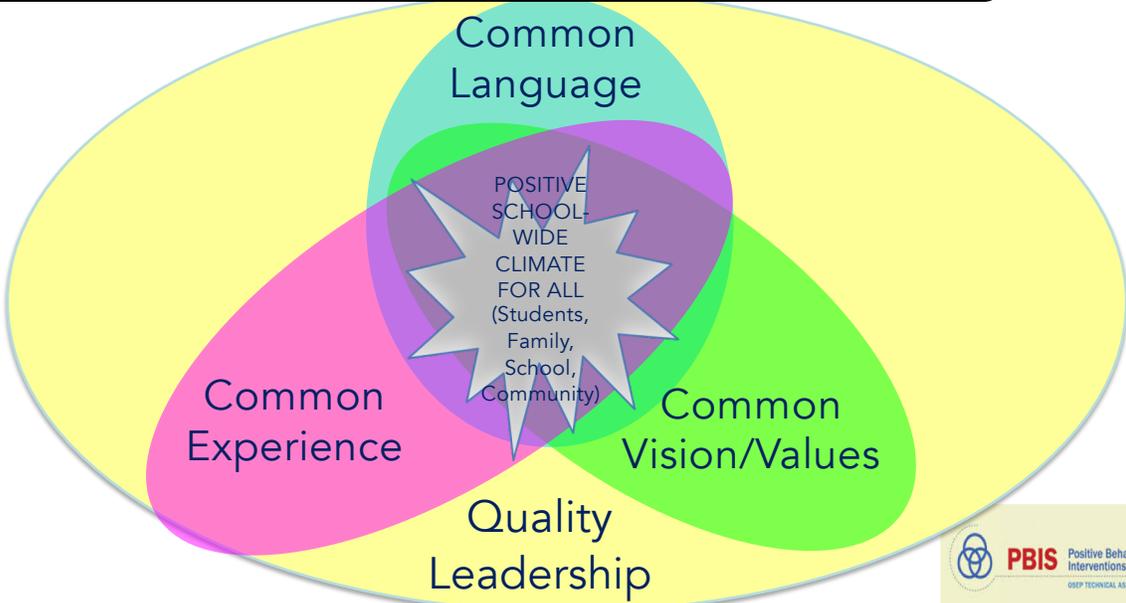
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Supporting Social Competence & Academic Achievement



Effective Organization of School Structures

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Multi-tiered Systems of Support

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Academic Systems (RTI)

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive

Behavioral Systems (PBIS)

Intensive, Individual Interventions

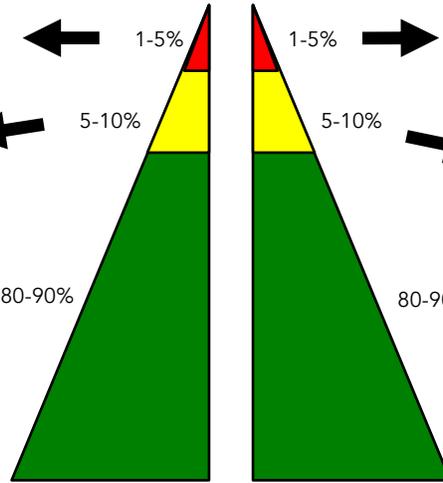
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive



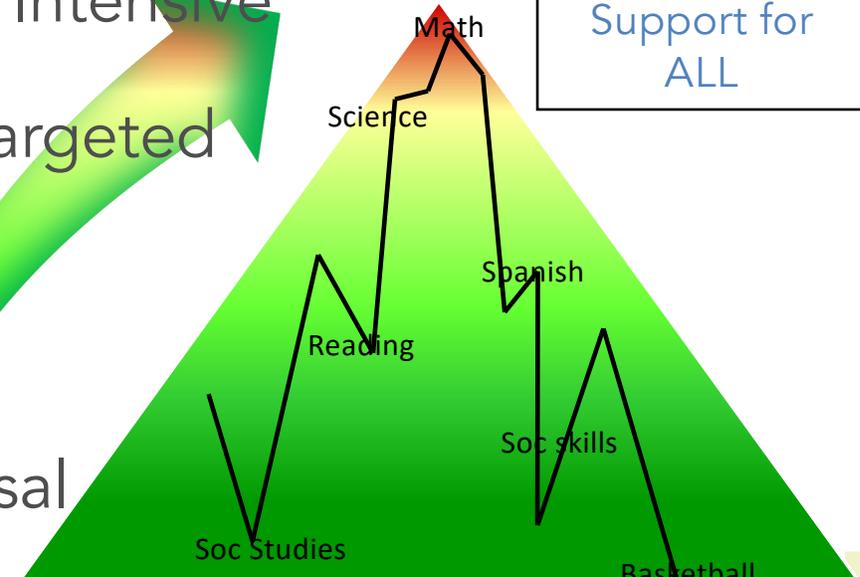
Intensive
Targeted
Universal

Continuum of Support for ALL

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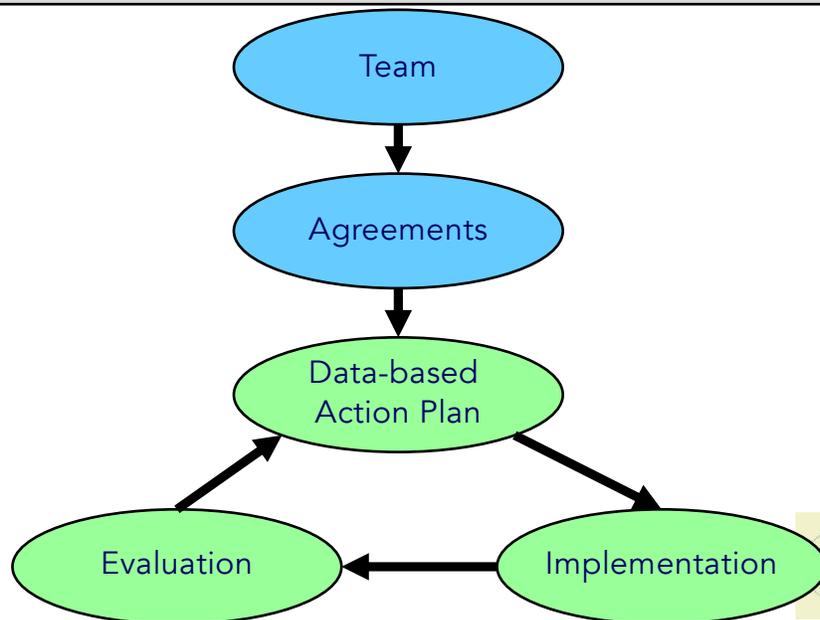


 Label behavior...not people



Team-based Implementation Process

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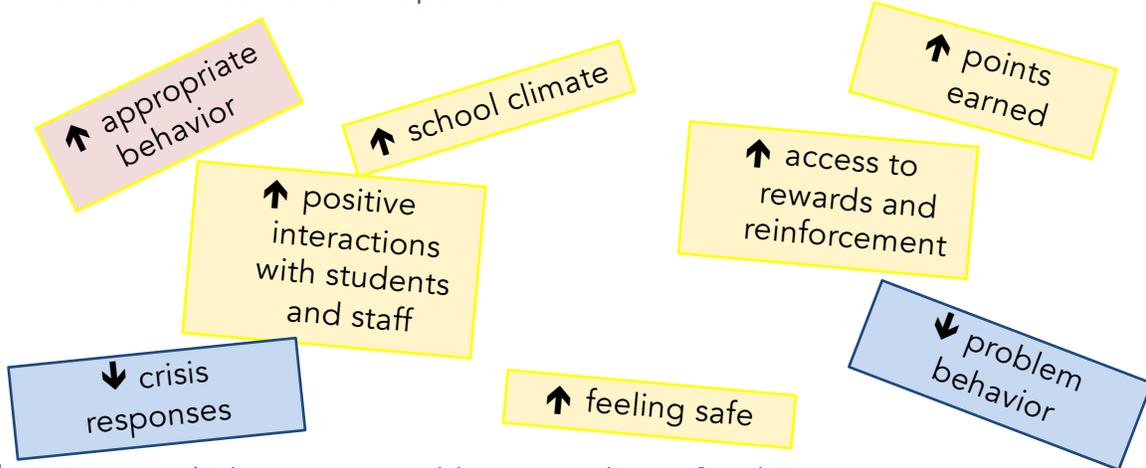
Critical Features of a SWPBIS Plan

1. An established **leadership team**
2. A brief statement of purpose
3. 3-5 SW **behavioral expectations** + **teaching matrix**
4. Establish **procedures for teaching SW expectations**
5. A continuum for strengthening appropriate behavior (**acknowledgement systems**)
6. A continuum for discouraging violations of expectations (**consequence procedures**)
7. Data-based **procedures for monitoring**

It can!

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- Potential outcomes from research and practice:



(Farkas, Simonsen, Migdole, Donovan, Clemens, & Cicchese, 2011; Kalke, Glanton, & Cristalli, 2007; Miller, George, & Fogt, 2005; Simonsen & Sugai, 2013; Simonsen, Young, & Britton, 2010)

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PBIS in Alternative Education Settings

Alternative education settings benefit from **a comprehensive continuum of positive and preventive practices** within a positive behavioral interventions and support (PBIS) framework (Farkas et al., 2012).

A traditional PBIS framework may be **intensified in alternative settings**; Tier 1/universal practices might include more intensive strategies such as a daily point sheet for each student (Simonsen & Sugai, 2013).



Outcomes in Alternative Settings

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Frequent outcomes in general education settings

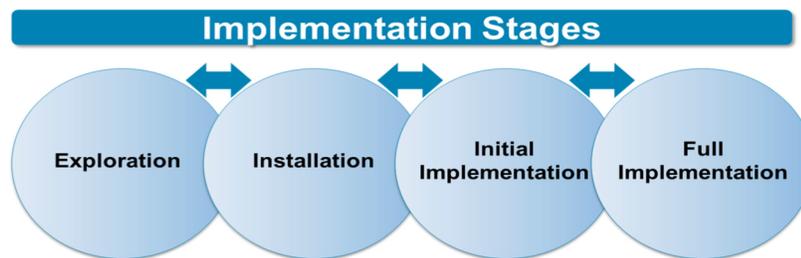
- Increases in pro social behavior
- Reductions in office discipline referrals (ODRs)
- Increases in attendance
- Increases in school climate
- Decreases in staff turnover

What are outcomes for schools in alternative settings?



Implementation science

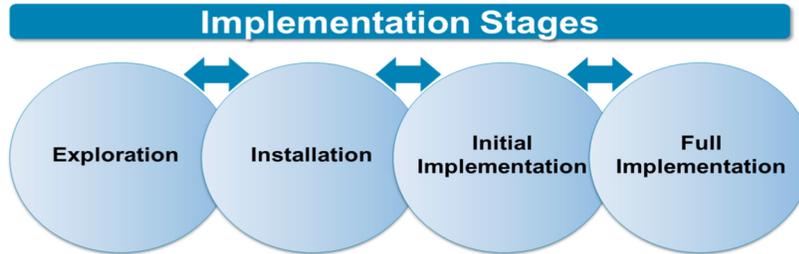
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Exploration – identifying the need for change, learning about possible interventions that may be solutions, creating readiness for change, learning about what it takes to implement the innovation effectively, developing stakeholders and champions, deciding to proceed (or not).

Implementation science

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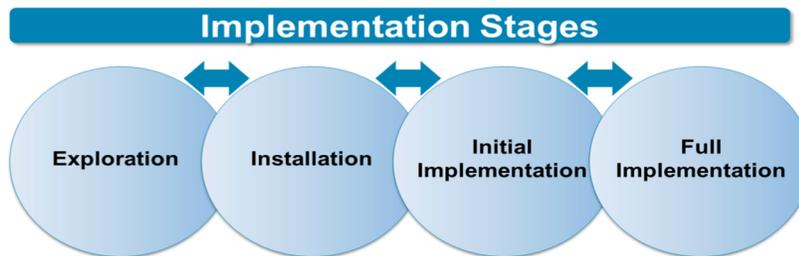
Installation – establishing the resources needed to use an innovation and resources required to implement the innovation with fidelity resulting in good outcomes for students



Fixen (2013)

Implementation science

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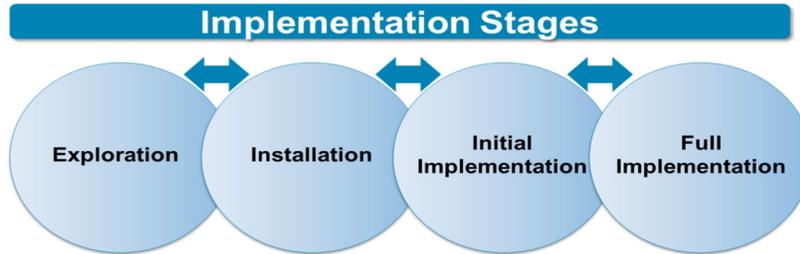
Initial Implementation – the first use of an innovation by educators and others working in a school and district environment that is just learning how to support the new ways of work (sometimes referred to as the "awkward stage")



Fixen (2013)

Implementation science

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Full Implementation – the skillful use of an innovation well-integrated into the repertoire of educators and routinely supported by roles, functions, and structures supported by building and district administrations. May take 2-5 years to achieve.



Fixen (2013)

How do we get started in alternative schools?

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Simonsen, Jeffery-Pearsall, Sugai, & McCurdy (2011)

How do we assess for readiness?

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Is there a leadership team?

School improvement plan relative to prosocial behavior?

What are staff's current concerns / needs for the system?

Are staff familiar with PBIS Framework components?

Staff buy in?



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Example: Tier 1

Fallon, L. M., Feinberg, A. B., & DePasquale, M. (2016, November). *Toward effective PBIS practice in alternative school settings: From readiness to launch*. Invited presentation given at the 12th Annual New England Forum on Positive Behavioral Interventions and Supports, Norwood, MA.



About the School

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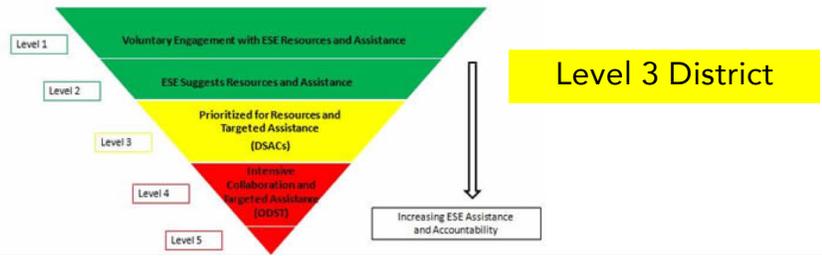
- Schedule
 - Half day Wednesdays
 - Daily counseling
 - Weekly school meeting
- Teacher – Counselors



Accountability Report Card

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	Middle School	High School
Total Enrolled	20	55
Economically disadvantaged students	16 (80%)	30 (54.5%)
Students with disabilities	13 (65%)	43 (78.2%)
2015 Attendance rate	88.6%	68.0%
Student : teacher ratio	2.6 to 1	4.5 to 1



PBIS Process

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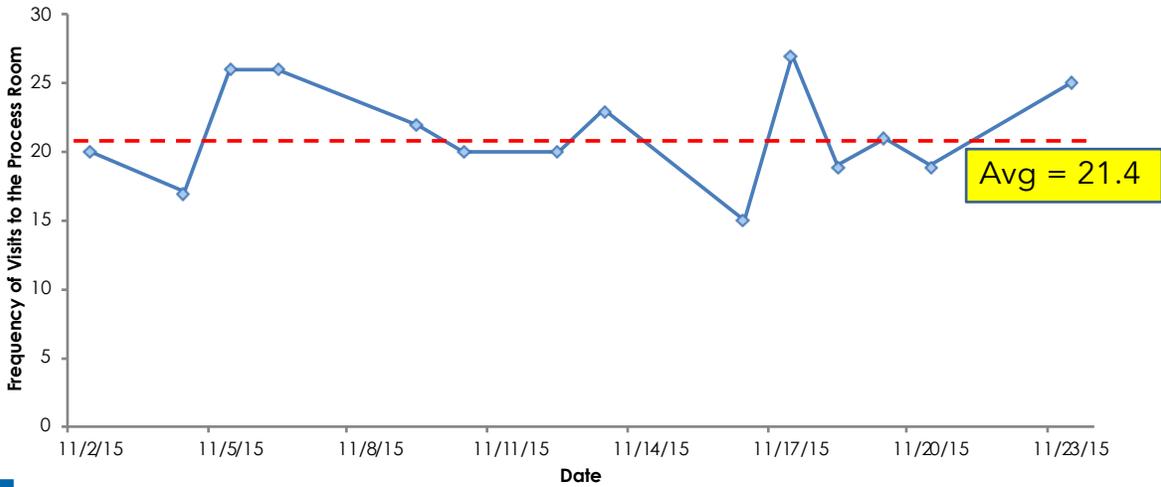
- Initial overview and training: November 2015
- Monthly meetings thereafter to develop plan (SY 2015-2016)
- Launch with students: September 2016
- Full staff participation in PBIS meetings
- Democratic approach to decision making



Baseline Data

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Frequency of Process Room Visits: Nov 2 - 23, 2015



Statement of Purpose

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We are a community that values safety, respect and responsibility. We build positive relationships and decision-making skills to support students' academic, emotional, social and personal growth to be prepared for future success.



Expectations

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SAFETY

RESPECT

RESPONSIBILITY



Matrix

Student and staff input solicited to define rules



Next Wave / Full Circle Expectations



	Main Office	Hallway/ Stairways	Bathroom	Cafeteria	Process Room	Neighborhood	Classroom	Library/ Computer Lab
Safety <i>Safe, healthy, unharmed</i>	Quietly exit office end of day Keep doorways, pathways clear Ring buzzer say name clearly	Walk calmly quietly Hands and feet to ourselves	Wash hands with soap Keep toilet area clean Use toilet/urinal/sink as toilet/urinal/sink intended	Wait patiently in line Be seated Keep hands/body to self Keep lights on	Focus on you Limit peer interaction Check in with process room staff	Walk on sidewalk Look both ways before crossing Be aware of your surroundings	Use classroom supplies Listen to instructions. Sit in your seat Keep objects safe	Work quietly Follow school/district use/computer policy Work independently
Respect <i>Treat others and self with kindness</i>	Use appropriate language Be polite Be aware of your surroundings Be patient when waiting for staff help	Transition and travel with purpose Reasonable noise level Respect surroundings	Keep it neat Clean up after yourself Ask for permission Put toilet paper in toilet	Use headphones when listening to music Use appropriate language Keep noise level low, especially in quiet room	Keep your area clean Use appropriate language Focus on your own business	Keep volume down Stay on public property Throw trash in barrels and recycle bins Use polite language with neighbors	Listen to others Be quiet and take turns Put phones away Take care of property Use appropriate language	Use headphones when listening to music/audio Keep others' computers/work open Be courteous with the equipment Keep food and drinks away from computers
Responsibility <i>Acting in a way that promotes success; actively working toward goals; doing what you need to do</i>	Come and go through the appropriate door Grab a point sheet	Stay to the right Use devices during break/lunch ONLY Return to class promptly	Put paper towels in the barrel Report problems Do your business and leave	Clean up your area Pick a seat to avoid issues Take all personal belongings	Work your way back to class Allow others to do their work Check in with PR staff	Come to school on time Come to school sober Keep smoke 200 feet away from school Motivate friends and peers to go to school	Pay attention Go and stay in class Do your work Ignore distractions	Clean up your workspace Log in and off using your school ID Stay on task Stay in the room



Translation available upon request

Lesson Plans

- Students worked with their teacher-counselor groups to develop lesson plans to teach the matrix
 - videos, scripts for a skit, game instructions, etc.
- Teachers then modeled each lesson plan for one another prior to launch
- Materials for each lesson were prepared ahead of time
- A launch schedule was collaboratively developed





Current Level

NEXT WAVE POINT SHEET

NAME: **BEFORE** DATE: 10.20.15

GOALS	HR	1 st	2 nd	3 rd	4 th	Conn	Lunch	LSG	ASM	ELE ACT
Class Participation		3	1	3		2				
Respectful Attitude	3	3		3		1				
Subtotals	3 ③	6 ⑥	1 ①	6 ⑥		3 ③				

3 = 75% to 100% of class time
2 = 50% to 75% of class time
1 = 25% to 50% of class time
0 = 0% to 25% of class time

Bonus Points _____
 Daily Total _____



Acknowledgement System – Point Sheets




Next Wave / Full Circle PBIS Matrix
Version 2.24.16


	1	2	3	4	5	Homeroom	LSG	Elective	
Safety - Use classroom supplies - Listen to instructions - Sit in your seat - Keep objects safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Respect - Listen to others - Be quiet and take turns - Put phones away - Take care of property - Use appropriate language	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Responsibility - Pay attention - Go and stay in class - Do your work - Ignore distractions	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Other									
Bonus									
TOTAL Staff Initials									



AFTER

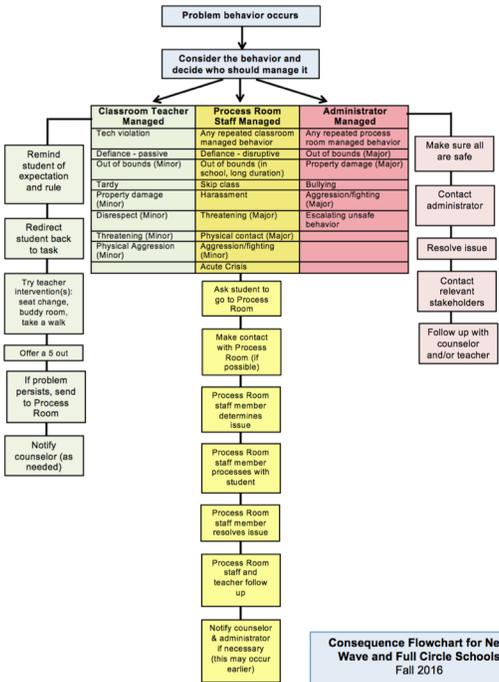
Acknowledgement System – Level System & Rewards

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Consequence Flow Chart

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Consequence Flowchart for Next Wave and Full Circle Schools Fall 2016



Process Room Log

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PROCESS ROOM LOG

Date	Student Name	Time	Reading	1 st	2 nd	Break	C. GRP	3 rd	Lunch	4 th	PM Class		
				IN	OUT								
Location (circle)		Classroom		Hallway		Gymnasium		Shop		Elective		Bathroom	
Behavior (circle)		Defiance/Disrespect/ Non-compliance		Disruption		Abusive Language/ Inappropriate Language/ Profanity		Physical Contact		Tardy		Property Damage/ Vandalism	
		Technology Violation		Harassment/ Bullying		Fighting/ Physical Aggression		Inappropriate Location/Out of Bounds		Skip class/ truancy		Unknown/ Other	
Possible Motivation (circle)		Obtain peer attention	Avoid peer attention	Obtain adult attention		Avoid adult attention	Obtain items/ activities	Avoid tasks/activities	Other				
Interventions (describe)													
Referring Staff Name:		Process Room Staff Initials:		Notes about Event:								<input type="checkbox"/> Entered into SWIS	



Revision of the process room log to make it SWIS compatible

Entering Process Room Data into SWIS

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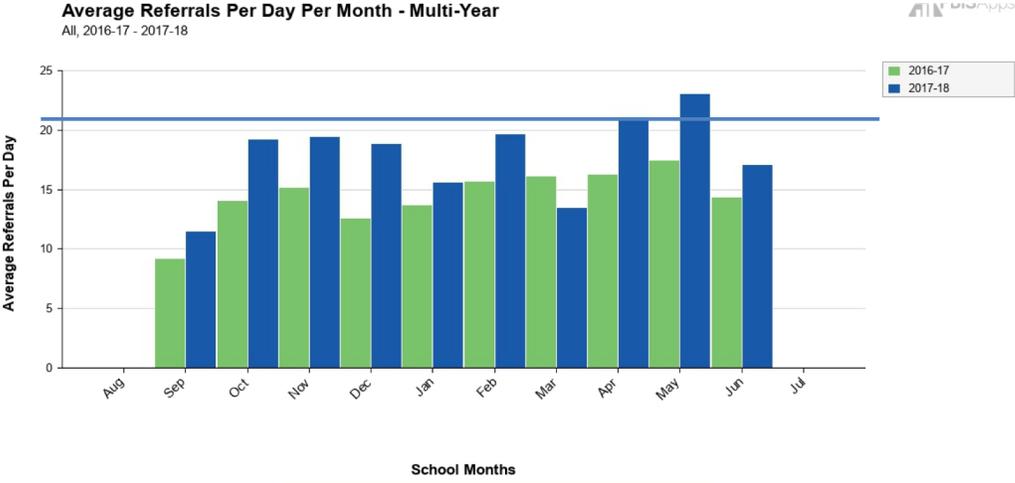


- Who enters data
- When data entry occurs
- Modifications to SWIS: added custom fields for "self-select" instead of staff, duration



Average Process Room Visit Day per Month

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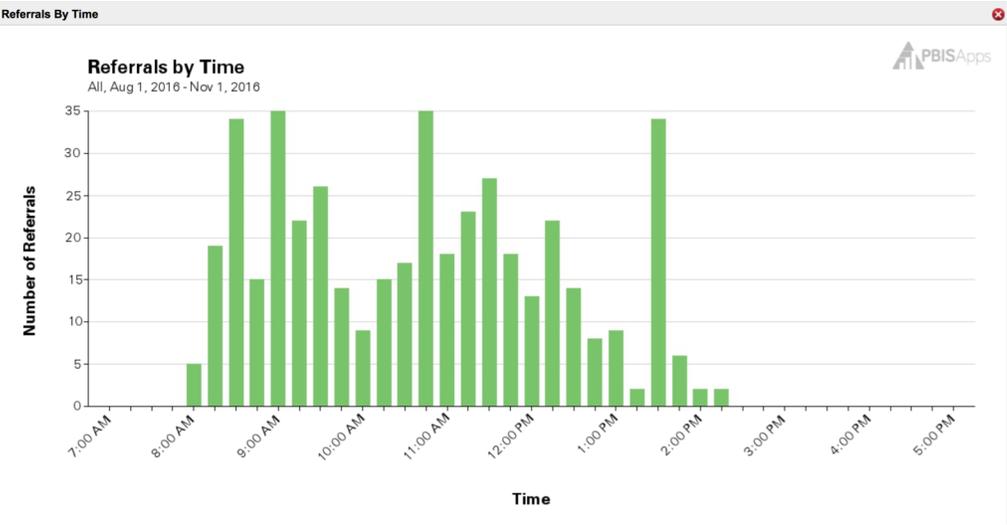


Avg in Nov 2015 = 21.4



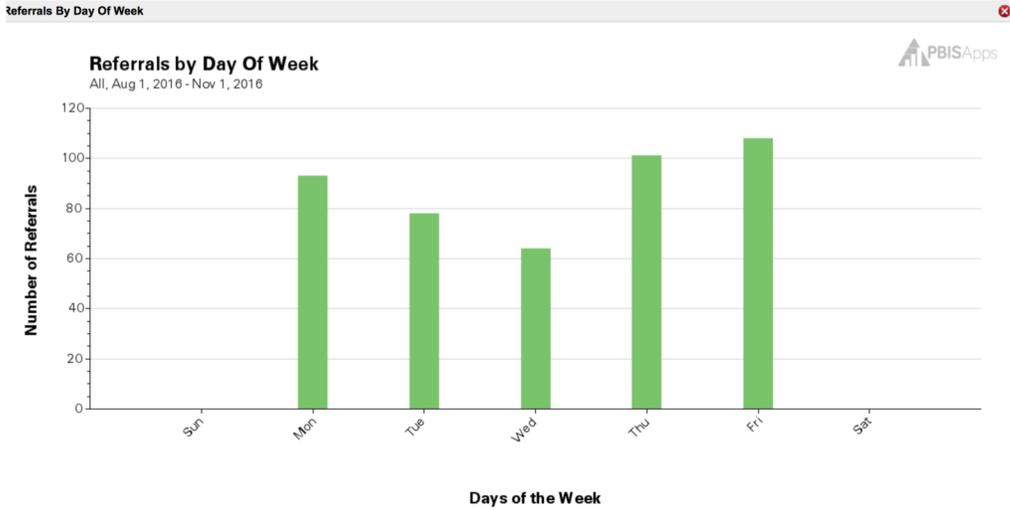
Process Room Visits by Time

40



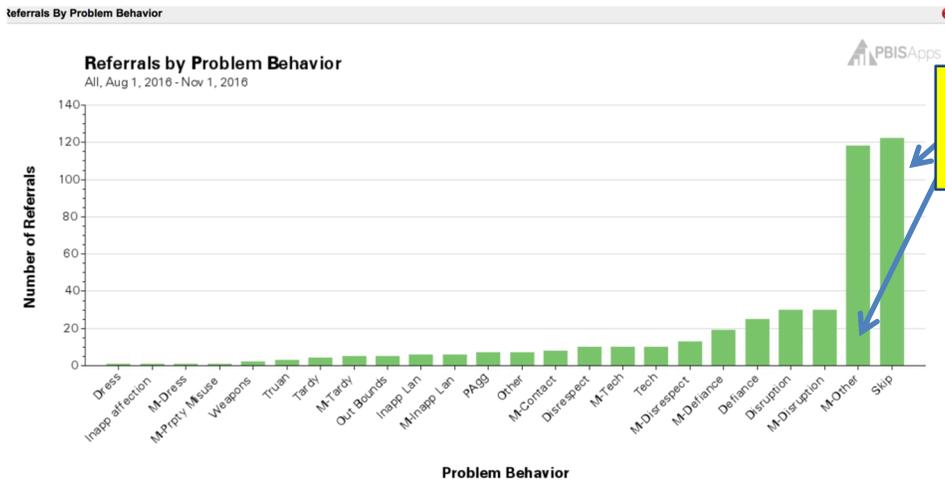
Process Room Visits by Day of the Week

41



Process Room Visits by Behavior

42



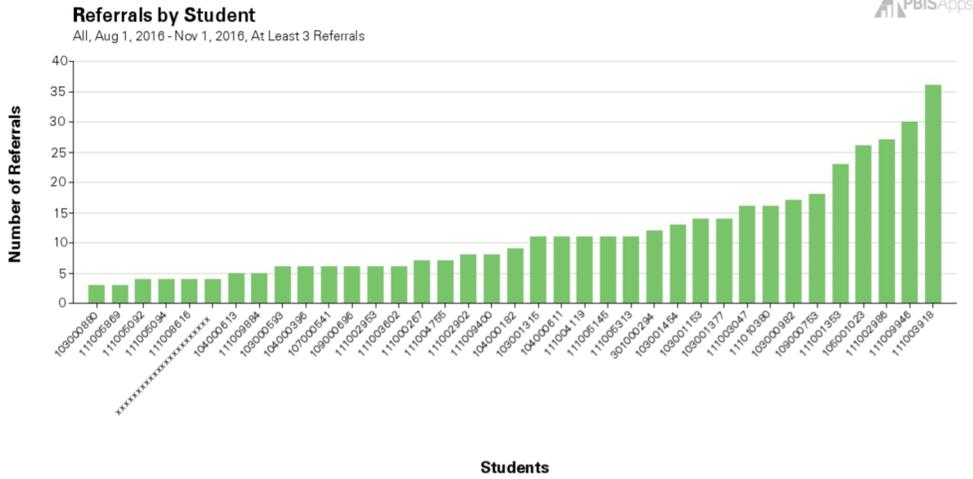
Student may have self-selected to take a break; 5 out



Process Room Visits by Student

43

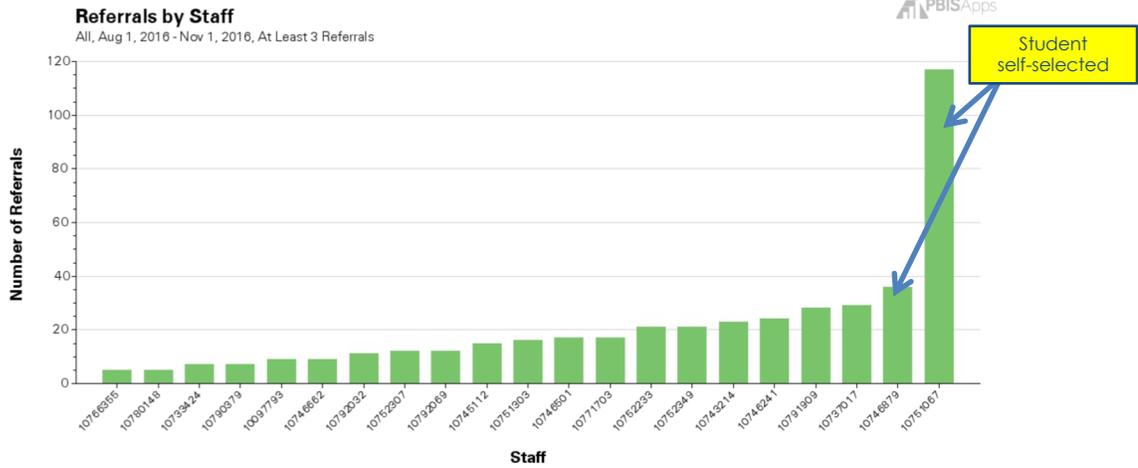
Referrals By Student

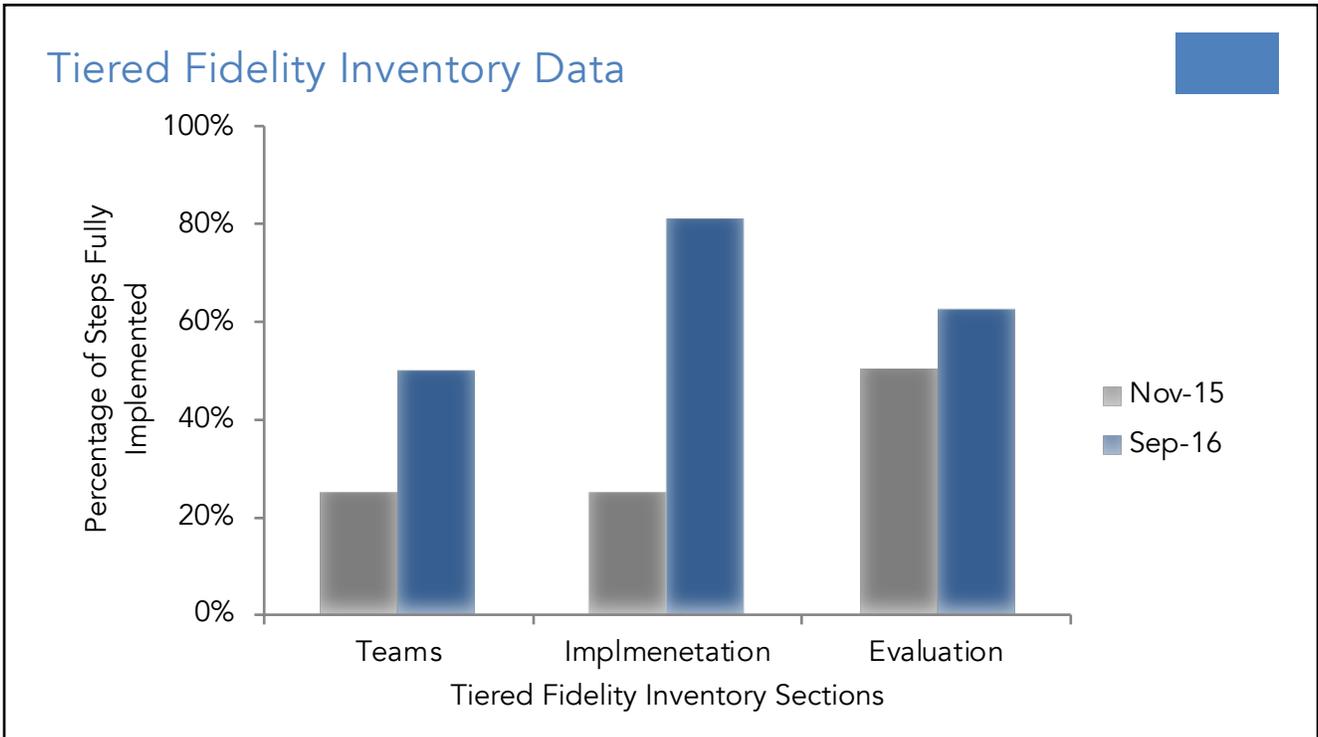


Process Room Visits by Student

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Referrals By Staff





Future Action & Considerations

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- Digitizing Point Sheets
- Building capacity: Team roles and responsibilities
- Reducing time spent in Process Room
- Universal screening
- Link to academic and mental health supports
- Solicit greater involvement from families and community providers, stakeholders



Are PBIS framework components are different in general vs. alternative education settings?

■ **General Education Settings**

- Common approach to discipline
- Clear expectations
- Teaching of expectations
- Acknowledgement system
- Consequence systems
- Data systems

■ **Alternative Education Settings?**



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Example: Tier 2



Fallon, L. M., & Feinberg, A. B. (2019). Maximizing efficiency with a Tier 2 break intervention in a high-need school. *Manuscript in preparation.*

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Providing Breaks

- Tier 2 supports designed to **consider function** may meet the behavioral profile better for a student who is non-responsive to universal practices than supports for which function is not considered (Campbell & Anderson, 2008).
- For students misbehaving to **escape or avoid a task**, earning breaks from work may be an effective strategy (Collins et al., 2016).
- Providing individual **breaks** to students may be beneficial, but is not time or resource efficient.



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Providing Breaks

- Group breaks may be more **resource efficient**, but it is unclear if they are beneficial to individual students.
- The purpose of this example is to evaluate the **use of a group break system** on daily points earned by students for appropriate behavior in an alternative setting.



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About the Setting

- The year of the study, **46 students** attended the school
 - 100% of students enrolled qualified for special education services
 - 91% were identified as low income
 - 74% of the students enrolled were male
 - 71% of students were identified as individuals of color
 - 28% spoke English as a second language
- The school launched PBIS schoolwide three years prior to the study taking place.
 - In Year 1, overall data from the Benchmarks of Quality indicated 79-91% implementation



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About the Setting

- Four 4th grade males participated
- Two clinical staff provided cooperative breaks to students
 - The clinical staff were support personnel who interacted with all students throughout the building and were well known.
- The school was a sub-separate alternative school for students in grades Pre-k through 6 in the northeast United States.



Schoolwide Expectations

School Wide Expectations Matrix						
Expectations	All Settings	Bathroom	Hallway	Playground	Cafeteria	Bus
Be Safe	Walk, inside voices, stay in own space, hands and feet to self, stay in class, use equipment properly	Use good hygiene - "germ free", one student at a time	Walk, face forward, one stair at a time	Play safely, use equipment properly	Walk, wait in line, use good physical boundaries	Buckle up, face forward, stay in seat, use indoor voices, keep hands and feet to self
Respect People	Positive encouragement to peers, use appropriate language, help others, take turns, positive thinking	Knock first, wait for turn patiently	Use appropriate language, use indoor voices, use good manners	Share and include others in activities, be careful of younger students	Wait in line, use good manners, indoor voices, eat own food	Use appropriate language, listen to adults, use indoor voices, keep hands and feet to self
Respect Property	Use equipment properly, return material to their proper place	Flush, throw your paper towel in trash, wipe seat, turn off faucet	Respect others work in the hallway, respect spaces in hallway	Use equipment as it was designed to be used	Clean up your area, sit in your seat, put trash in the barrel	Stay in seat, do not open or close windows



Point Sheet

Interval	Time	Activity	Student X					
			Be Safe	Respect People	Respect Property	Target Behavior		
1	7:45-8:05	Morning Meeting	1	1	1	2	5	5
2	8:05-8:50	Writing	0	1	1	2	4	5
3	8:50-9:30	Math	1	1	1	1	4	5
4	9:30-10:15	Science	1	1	1	2	5	5
5	10:15-11:00	Reading - Decoding	1	1	1	2	5	5
6	11:00-11:45	Reading - Comprehension	1	1	1	2	5	5
7	11:45-12:15	Lunch/Recess	1	1	1	2	5	5
8	12:15-1:00	Social Studies	1	1	1	2	5	5
9	1:00-1:40	Special	1	1	1	2	5	5
10	1:40-1:45	Afternoon Check Out	1	1	1	2	5	5
			9	10	10	19	48	50



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Tier 3: Team-based brief FBA and BSP procedure; weekly meetings

Original Tier 2: Individualized breaks earned for meeting point sheet goal during the day

Study Tier 2: Group breaks earned for meeting point sheet goal during the day; Cooperative games outside



Tier 1: Schoolwide plan including matrix of expected behavior, daily point sheets completed by each student, weekly level system for access to rewards



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“Sports Club” Procedure

- Staff reviewed point sheet expectations for the first 2 students
 - Staff also taught a lesson to students about how to respond to the teacher when he/she asks for the student to complete a non-preferred and/or work task (e.g., ask for help)
- Students received a visual placed on desk to prompt work completion (which was their target behavior on their daily point sheets)
- Students worked to earn two breaks:
 - Break 1 – 10:15AM
 - Break 2 – 1:15PM



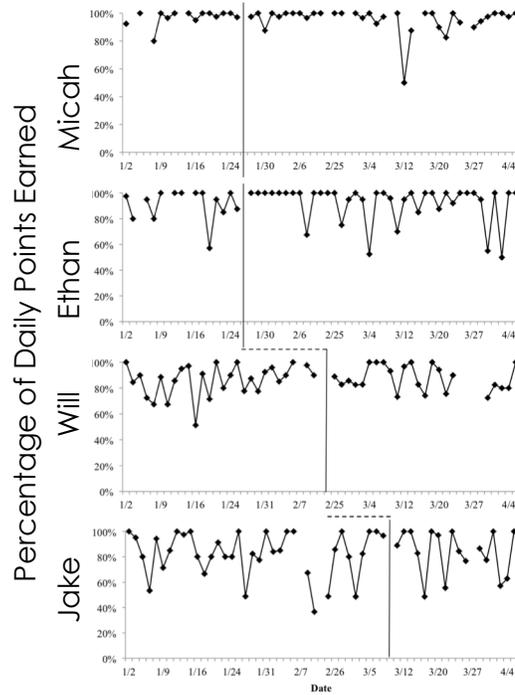
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“Sports Club” Procedure

- Two male staff members took students who earned enough points for work completion outside for a group break, “Sports Club”
- Breaks lasted 15 minutes at a time
- Data were monitored for intervention effectiveness



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Average Points per Phase

Mean (M) and Standard Deviation (SD) Daily Points Earned by Phase

	<u>Individual Breaks – Baseline</u>	<u>Group Breaks – Intervention</u>
	M (SD)	M (SD)
Micah	98.5% (.02)	96.3% (.05)
Ethan	89.2% (.15)	93.9% (.14)
Will	86.9% (.13)	89.1% (.09)
Jake	80.9% (.18)	89.9% (.15)



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Discussion

- **Individual breaks** = 2 clinical staff members x four students x two 15 minute breaks each day
 - 120 minutes of staff time daily
- **Group breaks** = 2 clinical staff members x four students x two 15 minute breaks altogether each day.
 - 30 minutes of staff time daily



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Discussion

- **Although group breaks did not appear to increase points earned by students who participated, it did not decrease points earned either, and was far more efficient.**
- Questions about this?



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Example: Tier 3



Fallon, L. M., & Feinberg, A. B. (2016). Implementing a tier 2 behavioral intervention in a therapeutic alternative high school program. *Preventing School Failure*. <http://dx.doi.org/10.1080/1045988X.2016.1254083>

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Tier 2+

- Clinical Director – CICO Coordinator
- Students:
 - Jared, a 14-year-old multiracial male
 - Carlos, a 15-year-old Hispanic male
 - Joey, a 14-year-old multiracial male
- All student participants had a diagnosed mood disorder (e.g., bipolar disorder) and received special education supports for an emotional disability as designated on their Individualized Education Programs



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Tier 2+

- Setting: therapeutic alternative education program (Grades 7–12) for students with acute emotional disabilities situated on the top floor of a large public high school
- During the study, the program housed 8 teachers and 30 students.
 - The typical class size was 6 students.



Intensifying CICO

- In addition to traditional CICO
 - Goal setting with the Clinical Director based on SW expectations
 - Jared → following teacher directions
 - Carlos → arrive to class on time and stay the entire class period
 - Joey → use appropriate language

- More frequent check ins (3x a day) with CICO Coordinator
 - Beginning, middle and end of school day



Results

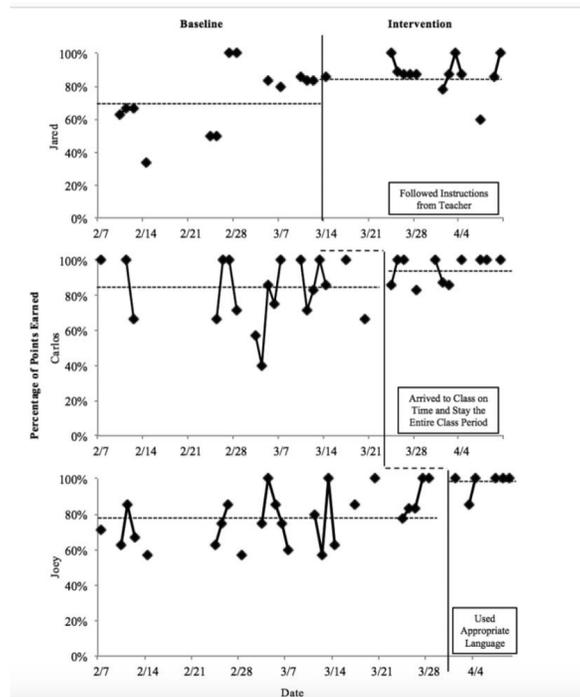
Table 1. Mean, standard deviation, and effect size calculations for average points assigned to participants.

	Student			Total
	Jared	Carlos	Joey	
Expectations				
Arrived to class on time and stay the entire class period				
$M_B (SD_B)^f$	78.8 (18.8)	82.6 (18.2)^d	91.3 (10.3)	84.2 (15.7)
$M_I (SD_I)^g$	90.5 (12.1)	94.8 (7.3)	93.9 (9.5)	93.1 (9.6)
SMD ^h	0.62	0.67	0.25	.56
Completed assigned work				
$M_B (SD_B)^f$	86.5 (21.9)	86.9 (16.9)	91.9 (10.9)	88.4 (16.6)
$M_I (SD_I)^g$	93.2 (11.5)	88.0 (17.1)	100 (0)	93.7 (9.5)
SMD ^h	0.31	0.07	0.74	.32
Used appropriate language				
$M_B (SD_B)^f$	72.7 (20.0)	94.1 (10.5)	78.0 (14.8)	81.6 (15.1)
$M_I (SD_I)^g$	87.4 (10.5)	98.5 (5.0)	97.6 (5.8)	94.5 (7.1)
SMD ^h	0.74	0.42	1.32	.85
Followed instructions from teacher				
$M_B (SD_B)^f$	70.4 (17.1)	89.9 (12.8)	84.0 (14.1)	81.4 (14.7)
$M_I (SD_I)^g$	81.2 (9.2)	91.1 (10.4)	88.3 (20.4)	86.9 (13.3)
SMD ^h	0.63	0.09	0.30	0.37
Total points				
$M_B (SD_B)^f$	77.1 (16.9)	88.4 (11.9)	86.3 (8.2)	83.9 (12.3)
$M_I (SD_I)^g$	88.0 (9.3)	93.1 (7.3)	95.0 (5.2)	92.0 (7.3)
SMD ^h	0.64	0.39	1.06	0.66
TauU				.518

^f $M_B (SD_B)$ = Mean (standard deviation) for baseline; ^g $M_I (SD_I)$ = Mean (standard deviation) for intervention; ^hSMD = $(M_I - M_B) / SD_B$; ⁱBold values reflect student's target behavior during goal setting.



Results



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Overall Considerations

- Consider the unique features of students with EBD and alternative settings
- Identify how PBIS structures might be intensified to be more effective
- Consider what current data-collection practices and behavior systems are working; revamp what is not
 - Maximize efficiency and impact



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Questions? Thank you!

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