

Using PBIS as a Framework to Organize Competing Initiatives and Achieve Your Goals:

Achieving
Alignment and
Resisting the Allure
of the "The Next
Shiny Thing"

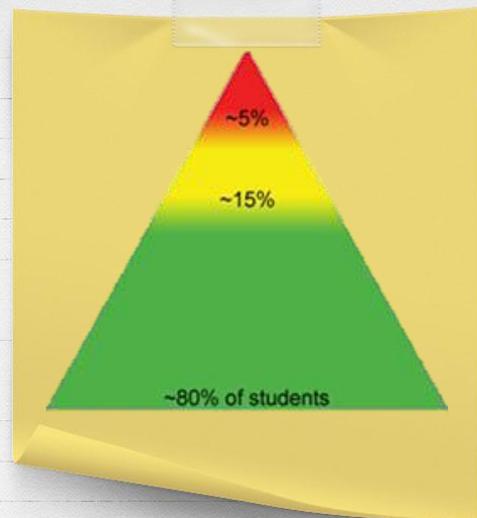
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Triangle Logic

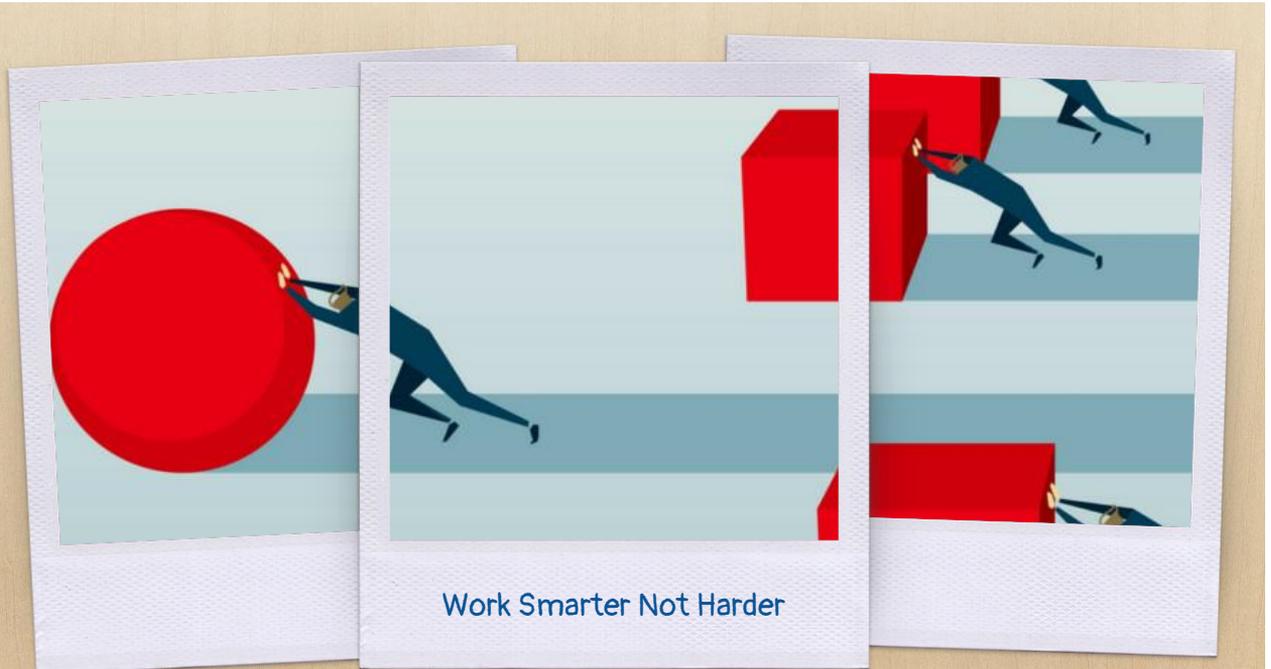
PBIS Systems

- ✓ Tier 1: Whole School
- ✓ Tier 2: Targeted Support
- ✓ Tier 3: Individualized Intervention





Your PBIS Systems can be used as an anchor to achieve alignment and integration



Work Smarter Not Harder



CHALLENGE

"We have more programs, initiatives, or practices than can be implemented well"

Use your PBIS framework to create integration for efficiency and effectiveness

SOLUTION

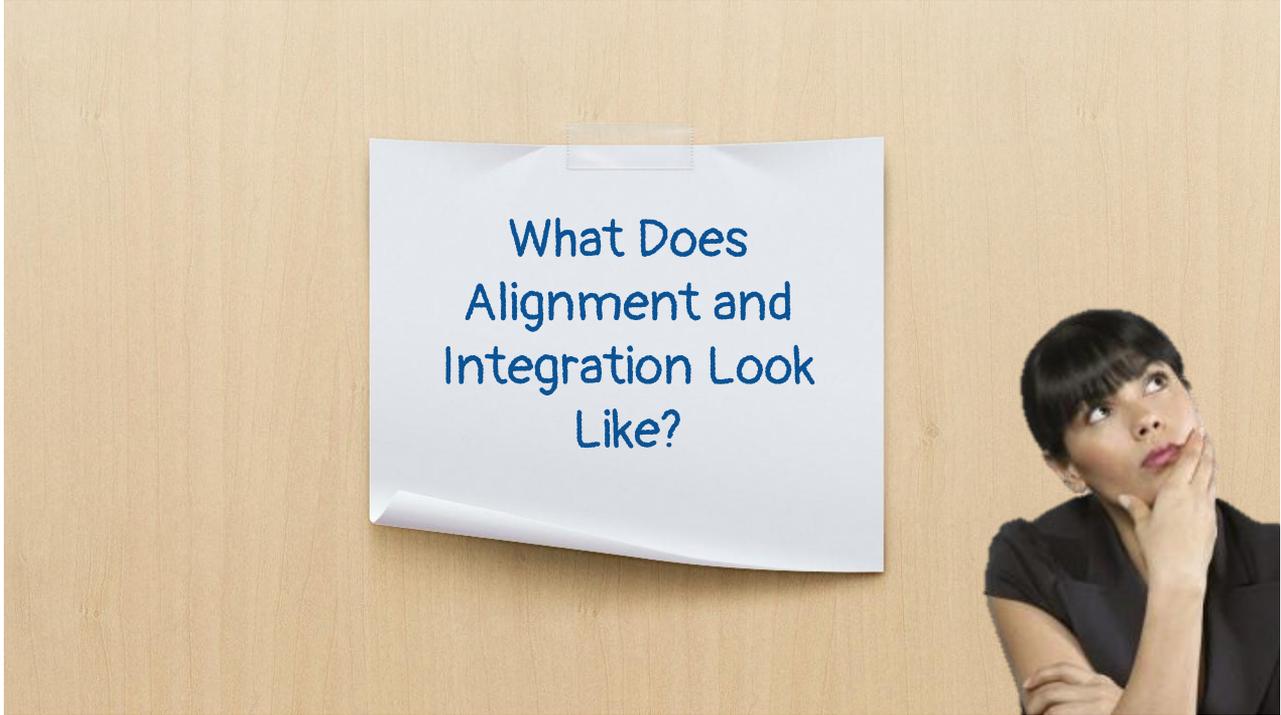
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PBIS Framework Organizes:

- Behavioral instruction and intervention
- Academic instruction and intervention
- Social emotional learning
- Mental health services
- Responsive classroom
- Restorative justices practices
- Bully prevention
- Social skill instruction

→ The triangle logic is your framework to anchor your alignment

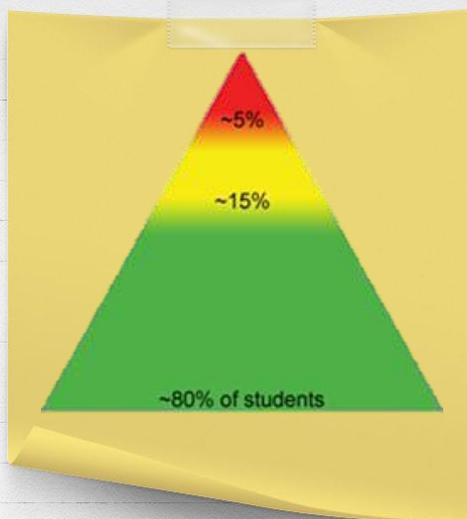
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We Started Here...

PBIS Systems

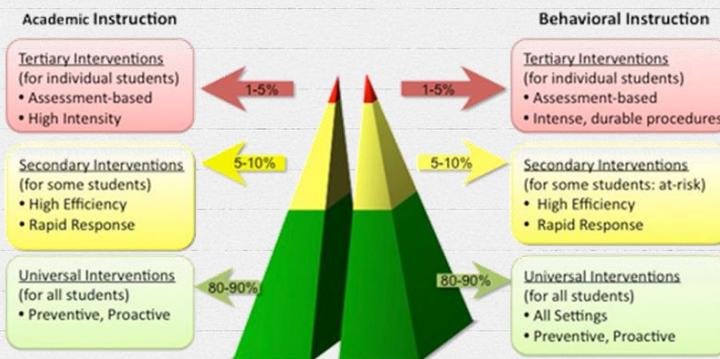
- ✓ Tier 1 : Whole School
- ✓ Tier 2 : Targeted Support
- ✓ Tier 3 : Individualized Intervention



Integrating Behavioral and Academic Systems

- ✓ PBIS
- ✓ Rtl

Designing Schoolwide Systems for Student Success



MTSS

MTSS is a framework that brings together both Rti² and PBIS and aligns their supports to help serve the whole child.

Rti²

PBIS

MTSS Umbrella

Response to Intervention

Positive Behavior Intervention and Supports

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MTSS Umbrella

Expanding the conceptualization of the MTSS umbrella

- ✓ PBIS
- ✓ Rti
- ✓ Curriculum Design
- ✓ Collaboration
- ✓ Professional Development
- ✓ Progress monitoring

Response to Intervention

Teamwork

Parental Action

Curriculum Design

Professional Development

School/Community Collaboration

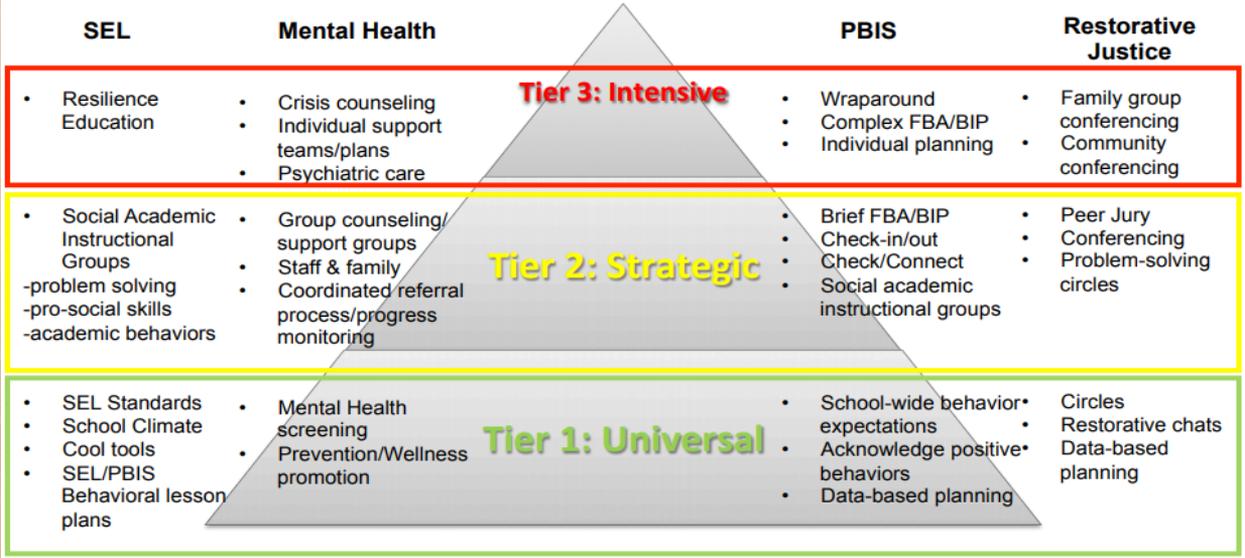
Positive Behavior Intervention & Support

CLASSROOM DIAGNOSTIC TOOLS

AIMSweb

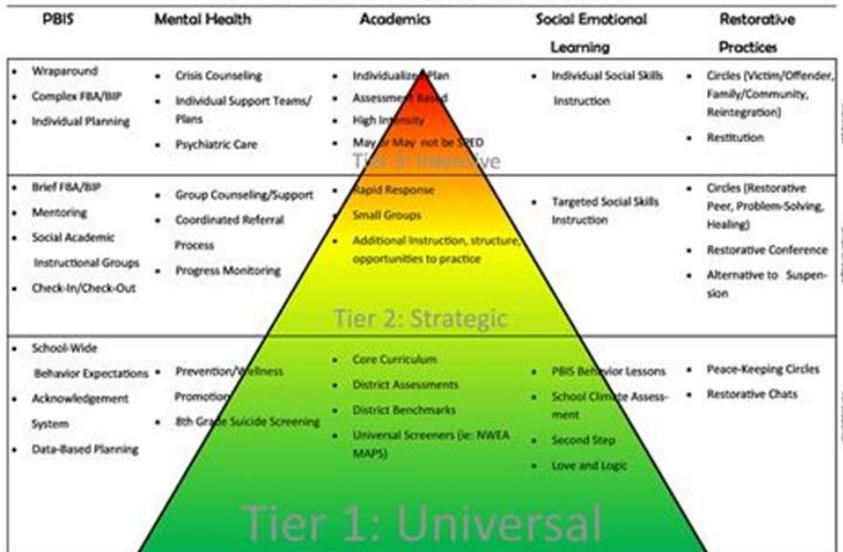
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Aligning Frameworks



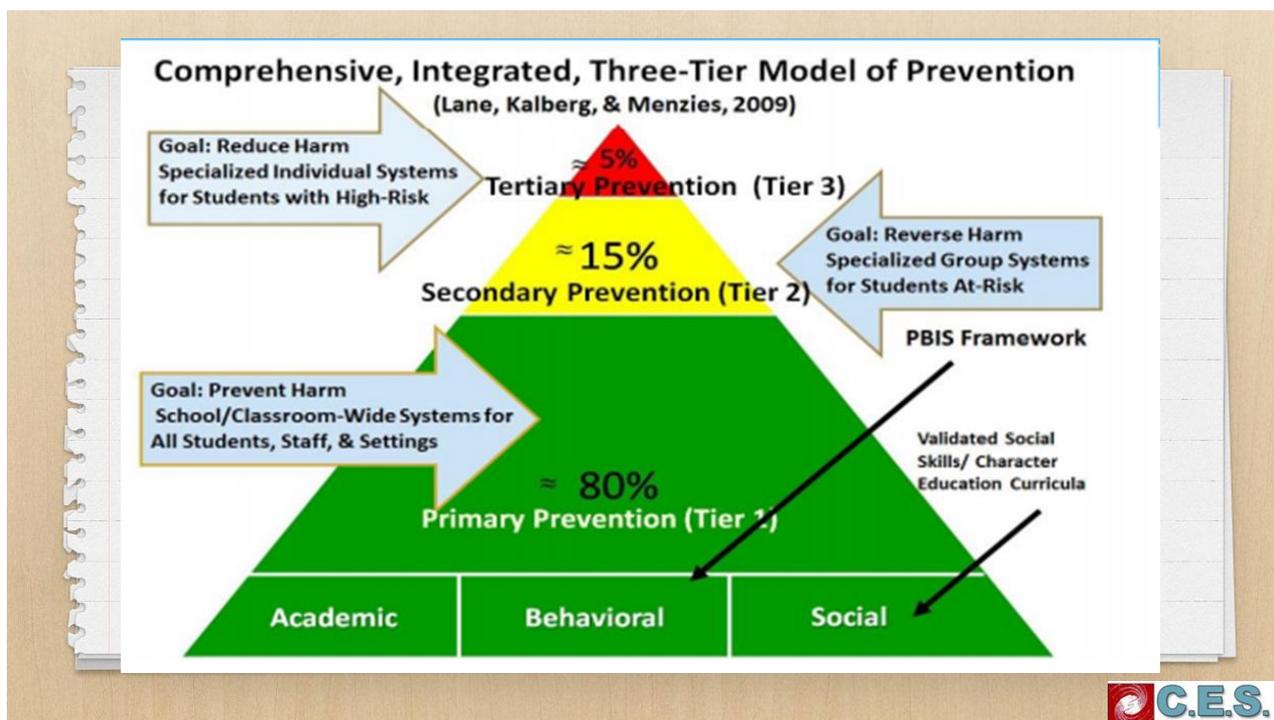
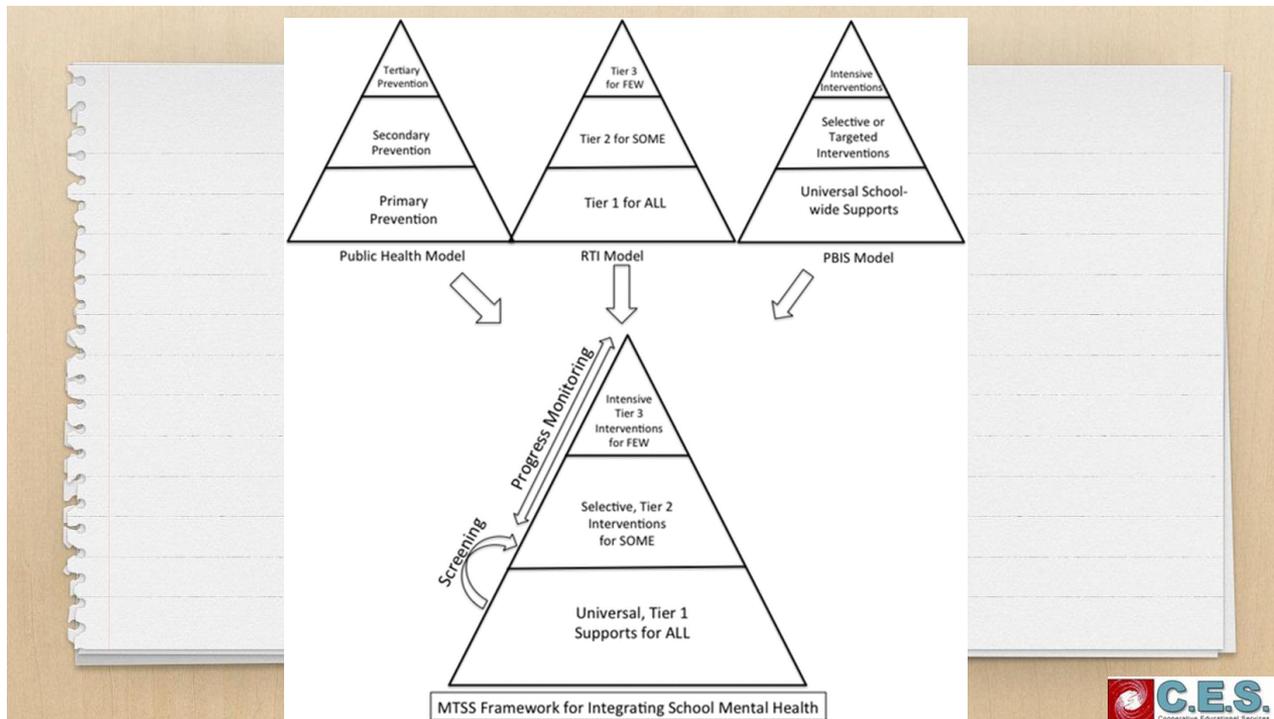
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Related Initiatives working together in a Multi-Tiered Systems of Support Framework



GOAL: Prevention and support for the optimization of learning in the least restrictive environment.

CES Cooperative Educational Services



Why only 1 triangle?

- Keep all initiatives and practices focused on common goals – the goals in the school improvement plan
- Use of common outcome measures, common data based decision making practices, common progress monitoring
- Efficient use of staff
- Integrated professional development



But Does this Work?



Responsive Classroom

Three Tiers of Support

PBIS calls for schools to provide three tiers of positive behavior support to meet students' differing needs (PBIS OSEP Technical Assistance Center, n.d., Secondary Level). Here are the Responsive Classroom practices that align with each tier.

Tier 1

Classroom and schoolwide practices that support all students in all situations. These practices together create a positive social climate in which positive behaviors are explicitly taught and reinforced and all adults respond to problem behaviors in a consistent way.

Responsive Classroom practices:

- Commonly agreed-upon schoolwide discipline policy
- Creation of schoolwide and classroom rules that students are invested in
- Positive teacher language: reinforcements, reminders, redirections
- Interactive Modeling
- Guided practice
- Role-playing
- Frequent verbal connecting of behaviors with rules
- Morning Meeting
- Academic Choice
- Closing circles
- Logical consequences
- Problem-solving conferences
- Problem-solving class meetings
- Student-student conflict resolution
- Communications with parents about behavior expectations

Tier 2

Additional supports for times when a student needs an extra boost to remember behavior expectations but doesn't need the highly individualized interventions of Tier 3.

Responsive Classroom practices:

- Additional modeling
- Additional role-playing
- Buddy teacher time-out
- Additional collaborative problem-solving
- Additional student-student conflict resolution
- Individual written agreements
- Problem-solving with parents

Tier 3

Highly individualized interventions for serious behavior problems. Educators draw on the range of Responsive Classroom principles and practices to craft supports that work for each child. Here is an example from a school in St. Paul, Minnesota, that uses the Responsive Classroom approach and PBIS.

"Oliver," a second grader, has a pattern of unsafe and disruptive behavior, including shouting out during small-group work, being physically aggressive during structured play, and destroying his work in a fit of rage during academic times. After determining Oliver's unmet social and academic needs, the school's behavior specialist works with Oliver's teacher to design interventions that use elements of the following Responsive Classroom practices:

- **Interactive Modeling.** To address his shouting during group work, Oliver's teacher starts using this modeling practice with him, one-on-one, to show him how to raise a hand as a way to get attention. Oliver's gym and computer teachers agree that he'll use the same method during their classes.
- **Problem-Solving Conference.** To reinforce Oliver's use of a positive behavior he's learning (such as playing safely during structured play), his teacher begins having brief conversations with him that borrow from this Responsive Classroom practice. She names the specific helpful behaviors she noticed and asks him what he noticed. They talk about how he felt when he chose that behavior and how it helped everyone. They then agree on strategies to help him continue that behavior, including the teacher's giving him a quick reminder before structured play and checking with him afterward to see how things went.
- **Academic Choice.** To give Oliver a greater sense of control and accomplishment with his academic work, his teacher begins offering him choices in how to complete assignments, such as which specific topic to learn about, what supplies to use, which books or other resources to look at, and how to show what he learned. The teacher also provides closer supervision of his academic work time until he is able to independently manage his behavior.

All the while, the Tier 1 supports that the school provides to all students and the Tier 2 supports it provides to those needing extra help are creating a strong foundation that enables these individualized interventions for Oliver to work at their best.

Second Step

Crosswalk with PBIS

✓ Evidence based SEL program

Second Step SEL Program and Student Support Frameworks (MTSS/RTI/PBIS)

MTSS/RTI/PBIS Continuum		Second Step SEL Program	
<p>Tier 1 Primary Universal</p> <p>DESCRIPTION: Teach foundational SEL skills to all students using high quality instructional techniques. Strategies at this level are implemented with all children in a classroom or school.</p> <p>STRATEGIES: Set and teach classroom and schoolwide behavioral expectations for all students (walking in hallways, keeping hands and feet to themselves); establish recognition and correction systems; use data-driven decision making.</p>	<p>≈80% of students will master skills through this level of support.</p>	<p>Classroom Curriculum</p> <p>DESCRIPTION: The Second Step Social-Emotional Learning (SEL) Program is a Tier 1, universal, classroom-based curriculum for teaching foundational social-emotional and self-regulation skills to all students, Early Learning-Grade 8.</p> <p>STRATEGIES: The Second Step Program teaches specific skills that strengthen students' abilities for learning, empathy, managing emotions, and solving problems. With the ability to focus, listen, and stay calm and in control, students are better able to meet schoolwide behavioral expectations and attend to their learning.</p>	
<p>Tier 2 Secondary Targeted</p> <p>DESCRIPTION: Some students will require extra support in order to master the skills and behaviors taught at the universal level.</p> <p>STRATEGIES: Use small-group interventions aimed at teaching specific skill sets; use data-driven decision making.</p>		<p>≈15% of students will need this level of intervention in addition to the universal programming.</p>	<p>Small Groups</p> <p>DESCRIPTION: Some schools have had measurable success using the Second Step Program in small groups. Since the program is designed as a Tier 1 universal intervention, the best small-group interventions are those designed to complement the classroom program.</p> <p>STRATEGIES: Typically, these programs pre-teach Second Step lessons in the small group before they are presented to the whole class. This provides students in the small group with an introduction to lesson content before they encounter it in the whole-class setting.</p>
<p>Tier 3 Tertiary Indicated</p> <p>DESCRIPTION: A small subset of students will need more intensive interventions in order to move toward mastery of the universal skills and behaviors.</p> <p>STRATEGIES: Create support plans that include individualized therapeutic supports; use data-driven decision making.</p>		<p>≈5% of students will need this level of intervention in addition to the universal programming.</p>	<p>Individuals</p> <p>DESCRIPTION: Although the Second Step Program is not a Tier 3 strategy, the Skills for Learning (like listening, focusing attention, and using self-talk) and the calming-down and problem-solving skills taught in the program could inform Tier 3 interventions.</p>

Character Education

Embedding within PBIS framework

- ✓ Specific behaviors associated with character traits can be defined
- ✓ These behaviors can be aligned with school-wide expectations

SIX PILLARS OF CHARACTERS

CHARACTER	COLOR	DESCRIPTION
TRUSTWORTHINESS	Blue: Think True Blue	<ul style="list-style-type: none"> • Be honest • Don't deceive, cheat or steal • Be reliable—do what you say you'll do • Have the courage to do the right thing <ul style="list-style-type: none"> • Build a good reputation • Be loyal—stand by your family, friends and country
RESPECT	Yellow/Gold: Think the Golden Rule	<ul style="list-style-type: none"> • Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others <ul style="list-style-type: none"> • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements
RESPONSIBILITY	Green: Think being responsible for a garden of finances; or as in being solid and reliable like an oak	<ul style="list-style-type: none"> • Do what you are supposed to do • Persevere; keep on trying! • Always do your best • Use self-control <ul style="list-style-type: none"> • Be self-disciplined • Think before you act—consider the consequences • Be accountable for your choices
FAIRNESS	Orange: Think of dividing an orange into equal sections to share fairly with friends	<ul style="list-style-type: none"> • Play by the rules • Take turns and share • Be open-minded; listen to others • Don't blame others carelessly
CARING	Red: Think of a heart	<ul style="list-style-type: none"> • Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need
CITIZENSHIP	Purple: Think regal purple as representing the state	<ul style="list-style-type: none"> • Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed, vote <ul style="list-style-type: none"> • Be a good neighbor • Obey laws and rules • Respect authorities • Protect the environment

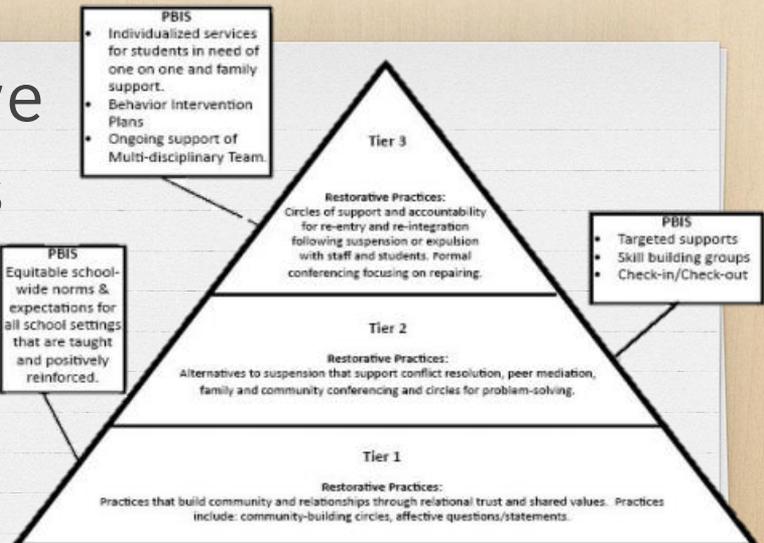
SERC graphic



Restorative Practices

Embedding within PBIS framework

- ✓ PBIS in place
- ✓ Staff buy-in
- ✓ School has capacity to engage in culture shift to embed new practices

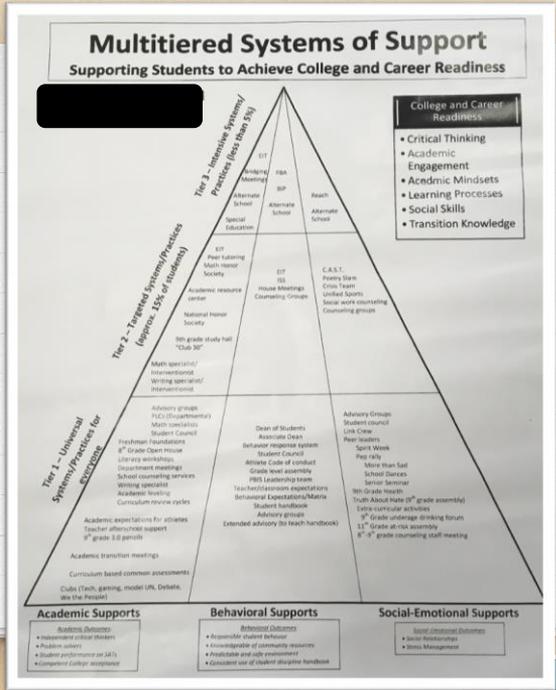
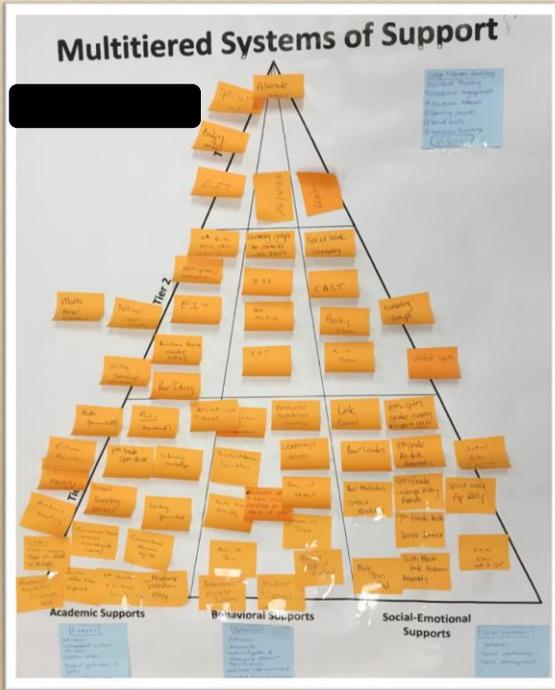
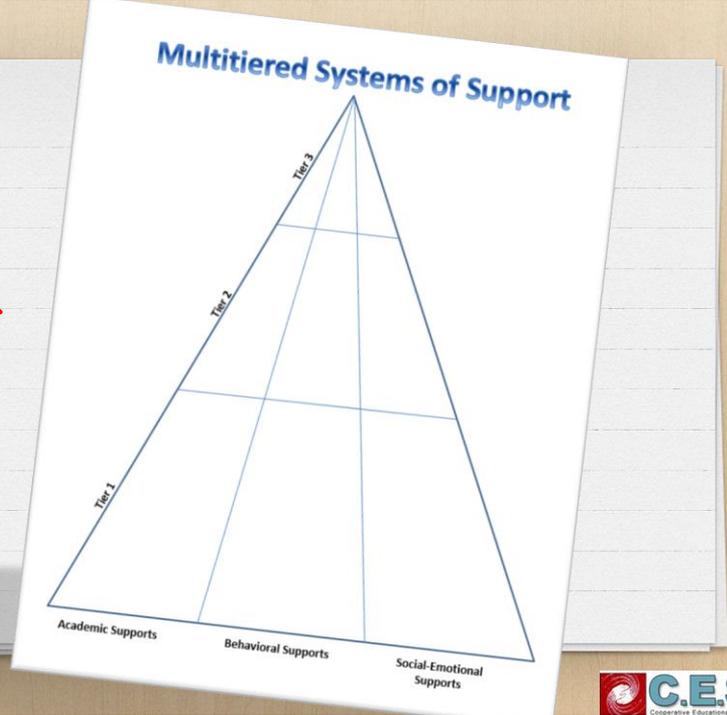


SERC graphic



MTSS

Organizing your systems and practices



MTSS Review of Practice

- ✓ Data based decision making tool review current practices
- ✓ C.E.S. 2018

Multitiered Systems of Support
Review of Practice

Practice: _____

Check: Tier 1 Academic Support Evidence Based Practice? Yes No
 Tier 2 Behavioral Support
 Tier 3 Social-Emotional Support
 Other: _____

Team/Individual Responsible: _____

Intended Outcome of the Support: _____

Data Based Decision Making:

	Referral/Entrance	Progress Monitoring	Exit
Data Indicator			
Criteria			
Fidelity of Implementation	Is fidelity of implementation measured? <input type="checkbox"/> Yes <input type="checkbox"/> No	Method and frequency of fidelity (procedural integrity) measurement:	

Date of Review: _____

Is this practice effective (meeting intended outcome)? Yes No

Decision: Eliminate Modify Integrate Sustain



The Next Shiny Thing



Remember the PBIS Emphasis

To create "school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments"

pbis.org



When reviewing new initiatives or practices:

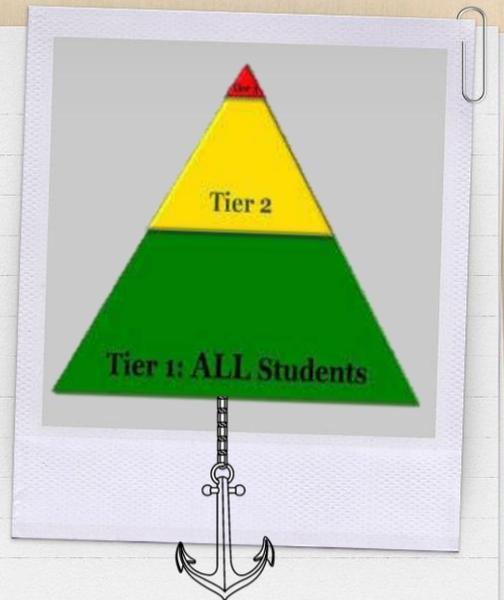
Ask the following:

- Does the underlying philosophy align?*
- Do the core features align?*
- Are the outcomes similar?*
- Are we already doing this?*
- Does this add value to what we are already doing?*
- Is this an evidence-based practice? Does the evidence support our goals?*
- Do we have the resources to implement this with fidelity?*



Go back to your triangle

- Keep a copy of a triangle with all of the practices you currently engage in
- List out the practices of the new initiative or program
- Fit them into the tiered logic
- Is there overlap?
- Does this new practice add value?

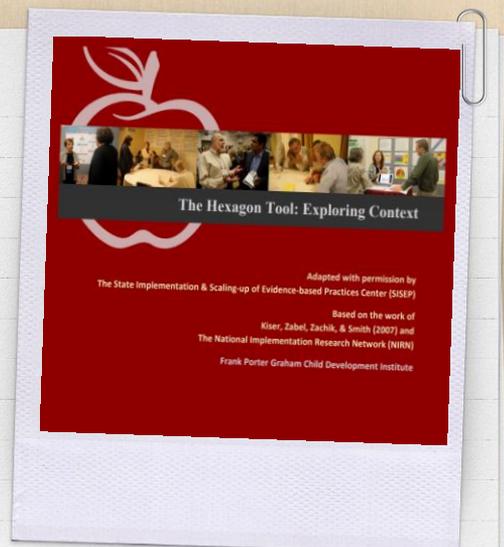


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Another tool

The Hexagon Tool

- Use this to make decisions when considering adapting new programs or initiatives



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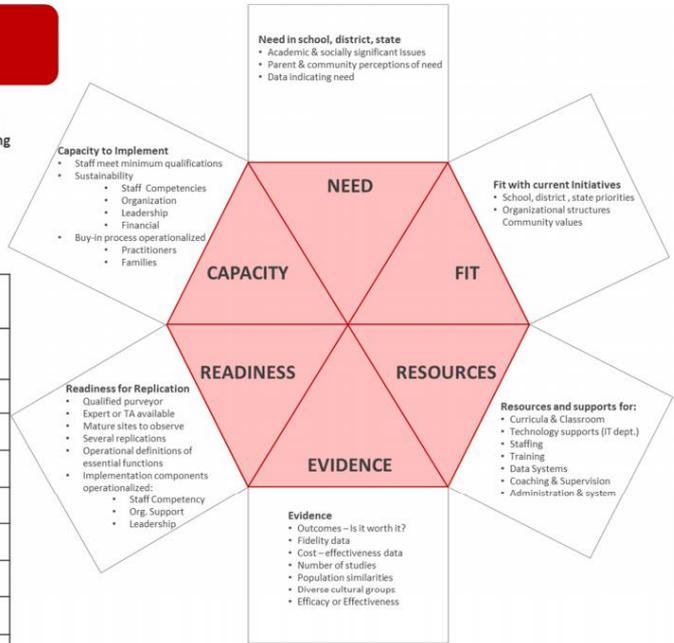
Can be used to evaluate new and existing interventions

The Hexagon Tool Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
<http://implementation.fpg.unc.edu>

EBP:			
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			



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Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zachik, and Joan Smith (2007)



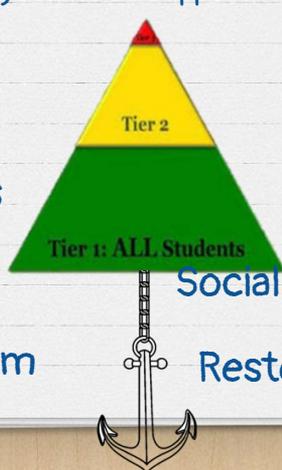
Session Objectives:

- Use a framework of Multi-Tiered Systems of Support to align competing initiatives



PBIS

Bully Prevention
Mental Health Supports



RtI

Social Skill Instruction
SEL
Restorative Practice

Academic Curriculum

Responsive Classroom



Thanks!

Any questions?

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