

# ***PBIS in Urban Alternative School Settings: Program Design and Planning***

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# What we'll be covering...

- What's different about alternative settings?
  - Typical features
  - Implementation of PBIS
- Is SWPBIS effective in Alternative settings?
  - Emerging Evidence Base
  - Case studies
  - Discussion

# SW-PBIS & Alternative Settings

What is different about Alternative settings?

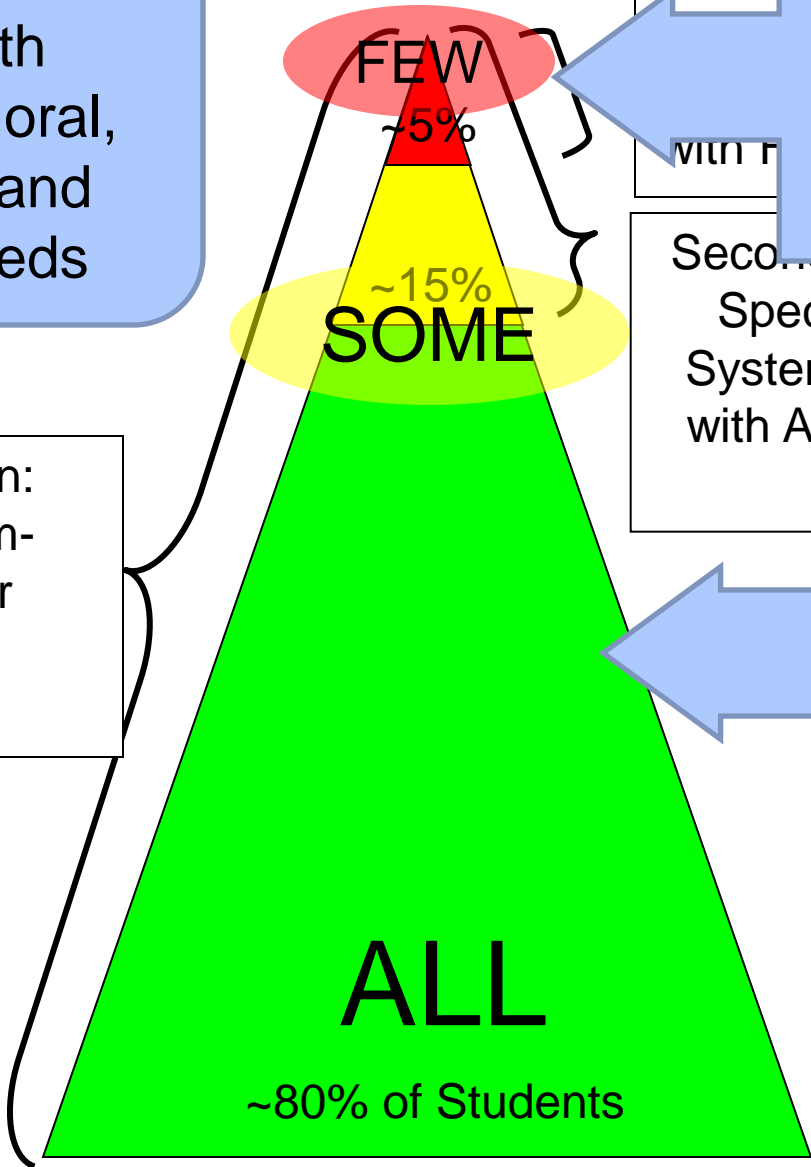
What are critical features of SW-PBIS in these settings?

Typical features of alternative settings?



Small and variable population with intensive behavioral, mental health, and educational needs

Primary Prevention:  
School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings



Tertiary Prevention  
Most interventions are individualized and intensive.

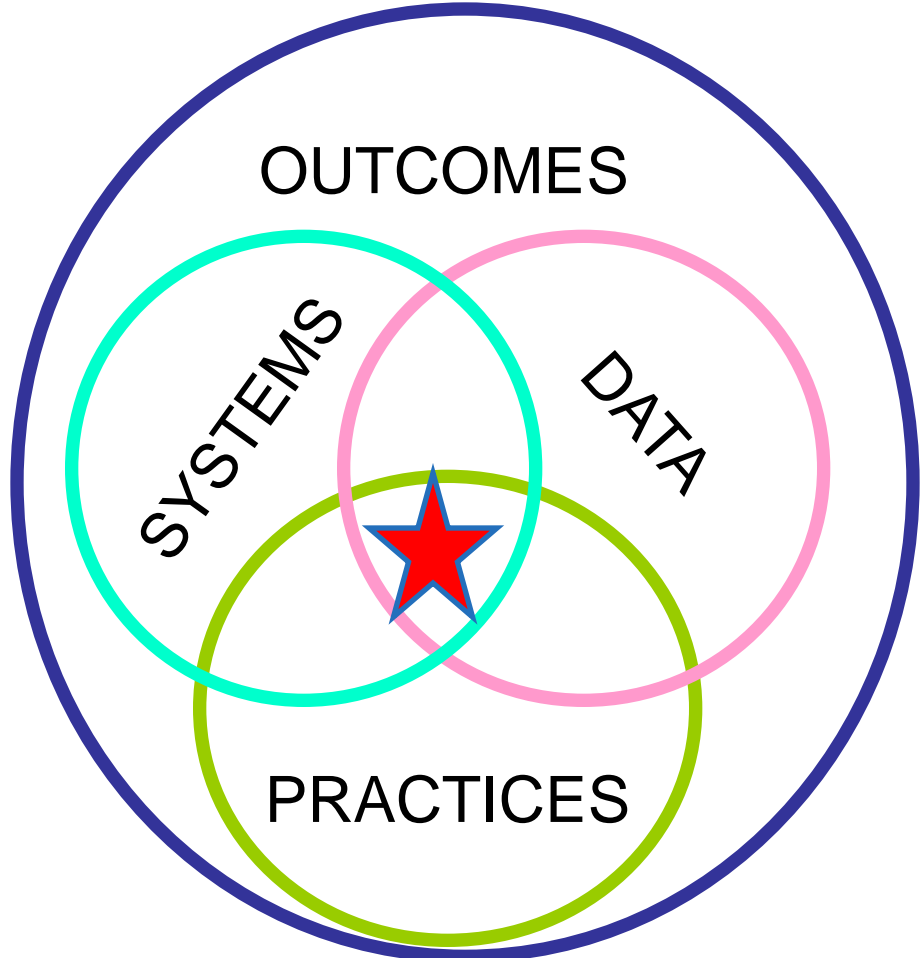
Secondary Prevention:  
Specialized Group Systems for Students with At-Risk Behavior

May also employ system-wide features (i.e., point or level system)

# Approach 4 Integrated Elements

Supporting Social Competence &  
Academic Achievement

Supporting  
Staff Behavior



Supporting  
Decision  
Making

Supporting  
Student Behavior

# Sample Outcomes

1. Increases in prosocial & appropriate behavior
2. Decreases in disruptive and aggressive behavior
3. Increases in percentage of children responding to behavioral support
4. Increases in student specific progress toward IEP goals
5. Increases in number of students returning to less restrictive environment

# Data

1. Incident Reports
2. Direct Behavior Ratings
3. Earned Points
4. Direct Observation
5. Individual Student Progress
6. Program-wide Data
7. \_\_\_\_\_

Adopt or develop a data management system

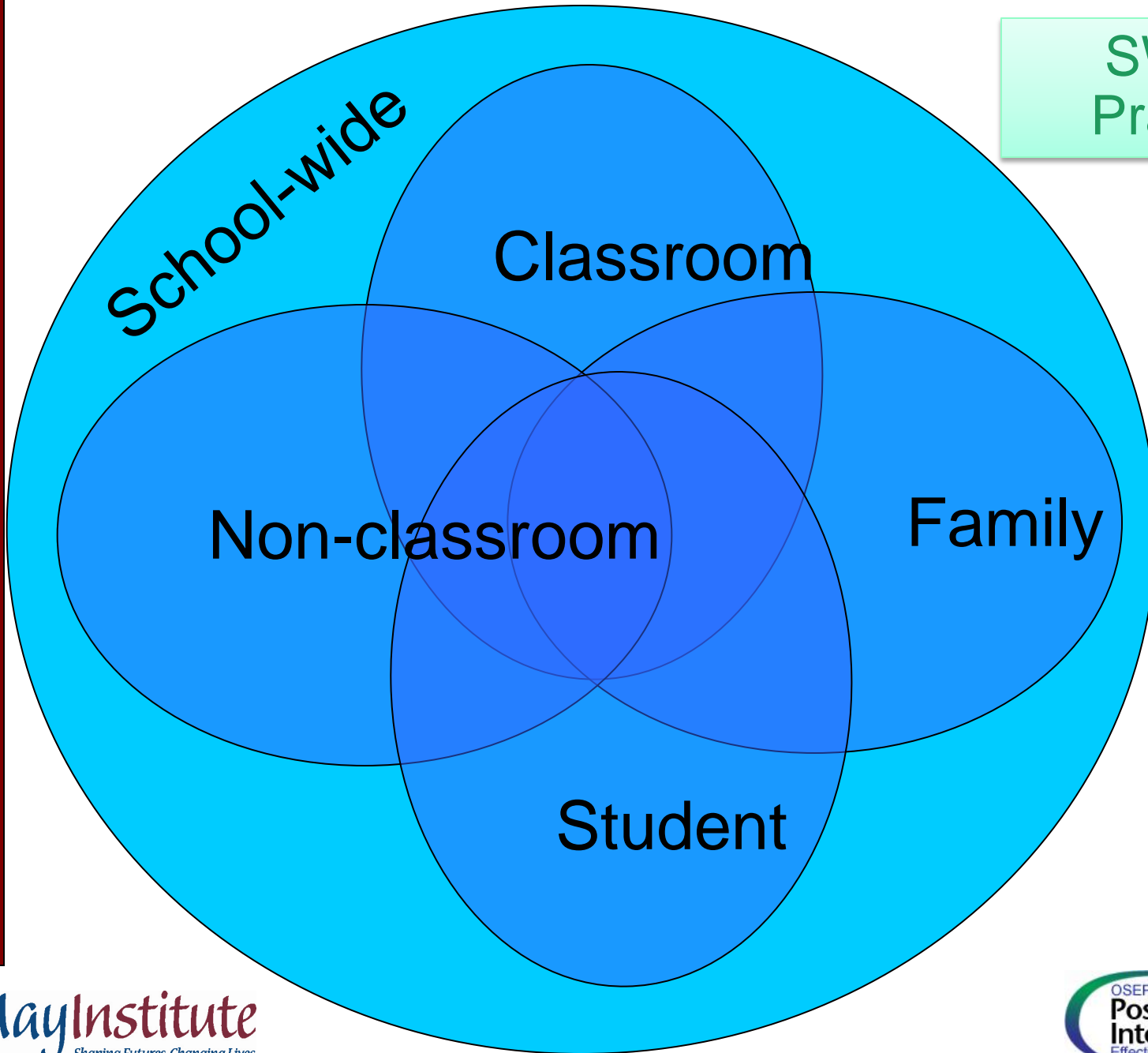
Review existing data and collect additional data if needed

Use data to make decisions

# Systems

1. Team & Coaches  
(system-wide)  
(Team or classwide)
2. Continuous PD
3. Data-based decision making
4. Monitoring and evaluation  
fidelity
5. Program evaluation and  
continuous improvement

SWPBS  
Practices



# School-wide Systems

1. Common **purpose** & approach to discipline
2. Clear set of **positive expectations**
3. Procedures for **teaching** expected behavior
4. Continuum of procedures for **encouraging** expected behavior
5. Continuum of procedures for **discouraging** inappropriate behavior
6. Procedures for on-going **monitoring** & evaluation

# Classroom Setting Systems

- Maximize **structure** and **predictability**
- Establish, **post**, **teach**, **monitor** and **reinforce** a small number (3-5) of positively stated expectations
- Establish a **continuum** of strategies to **acknowledge** students for following expectations
- **Active engagement**
- **Redirections for minor**, infrequent behavior errors
- **Frequent precorrections** for chronic errors

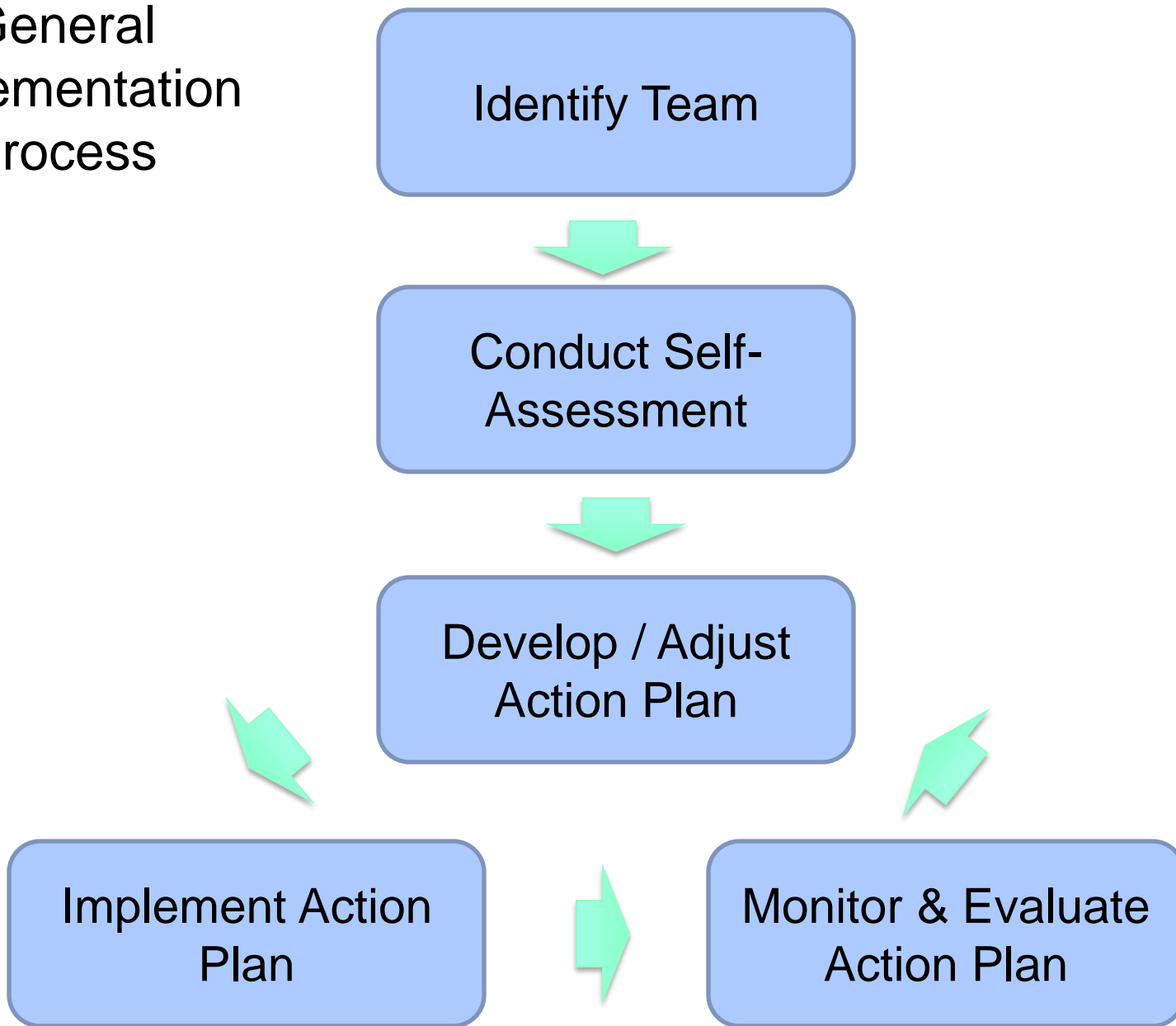
## Nonclassroom Setting Systems

- **Positive** expectations & routines taught & encouraged
- **Active supervision by all staff**
  - Scan, move, interact
- **Precorrections** & reminders
- **Positive reinforcement**

# Individual Student Systems

- Develop data decision rules to identify those students who do not respond to Tier I.
- Organize other supports along a continuum.
- Develop an assessment process to determine which additional intervention(s) may be appropriate
- Collect progress monitoring data

# General Implementation Process



Is School-wide PBIS effective in alternative school placements?



Emerging Evidence



Case Studies



Discussion

# Emerging Evidence Base

(Miller, George, Fogt, 2005; Farkas et al., in press; Miller, Hunt, Georges, 2006; Simenson, Britton, & Young, 2010)

- Descriptive case studies have documented that implementing SW-PBIS, or similar proactive system-wide interventions, in alternative school settings results in positive outcomes.
  - Decreases in crisis interventions (i.e., restraints) and aggressive student behavior
  - Increases in percentage of students achieving highest levels
- In addition, faculty and staff are able to implement strategies with fidelity and staff and students generally like SWPBIS

# Objectives

- Program Description
- Discuss Impact of PBIS
- Show Outcome Measures

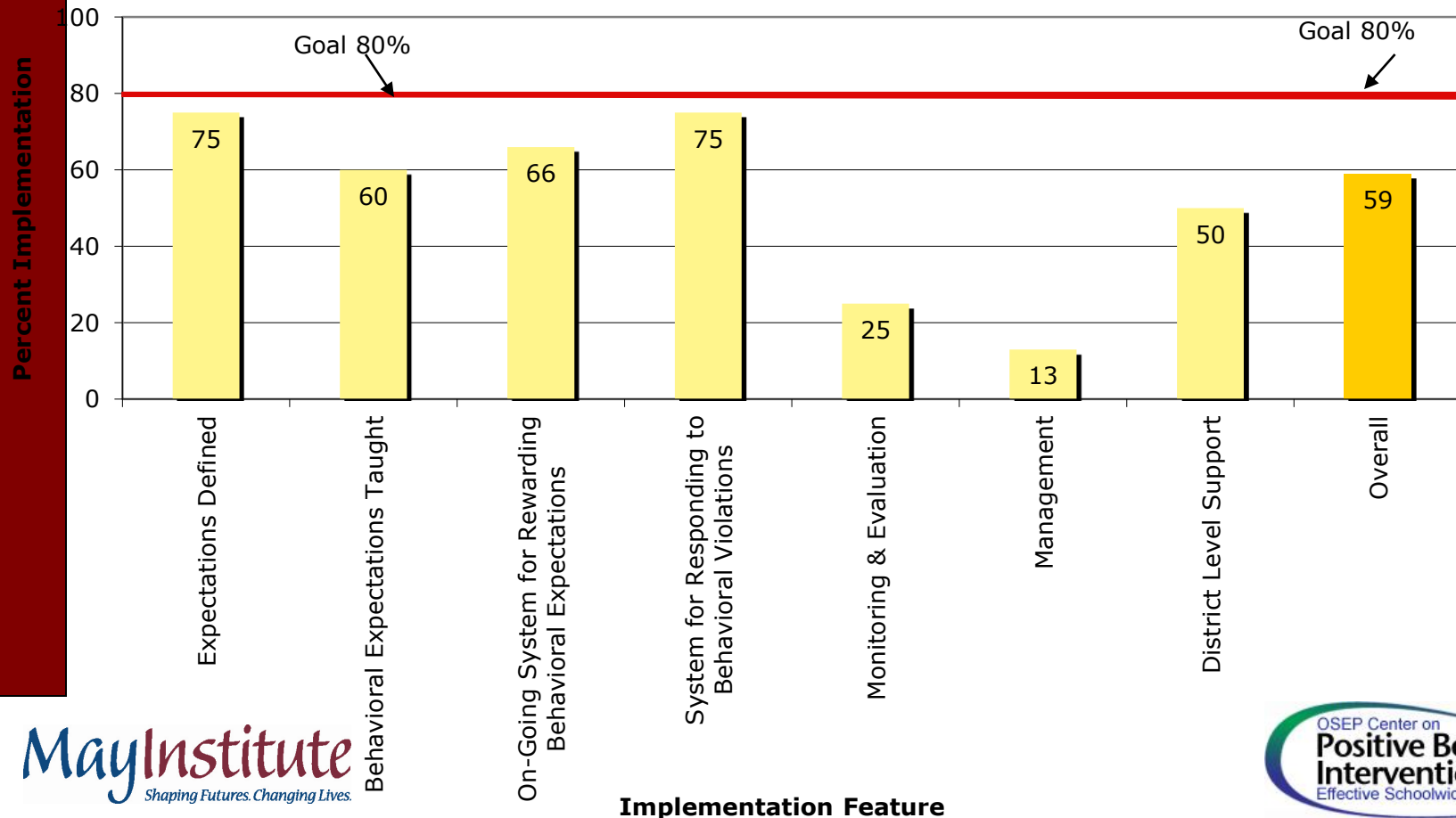
# Downstairs School

## Demographics 2009-2010 School Year

	Downstairs	State Average
Teacher : Student Ratio	1:4	1:15
Grades	PreK-2	
Students by Ethnicity		
% Asian	3%	5%
% Hispanic	37%	16%
% Black	30%	8%
% White	23%	68%
% Unknown	7%	3%
% Eligible for Free Lunch	87%	26%
% Eligible for Reduced Lunch	3%	6%

# Downstairs: Systems Integrity Data

## School-wide Evaluation Tool (SET)



# PBIS Impact

- Introduced New Ideas that Impacted Behavioral Interventions
  - Antecedent/Environmental Strategies
  - Teach Target Behavior
  - Shift in Consequence Strategies
  - Collect and Use Data to Make Decisions

**School-wide Behavior Support Plan Component 1:  
Statement of Purpose  
Activity 3: Common Approach / Statement of Purpose**

What is your statement of purpose for your school-wide discipline system?

The School's goal is to create a safe, supportive, and accepting school climate which will foster positive behavioral skills which will lead to academic success.

**School-wide Behavior Support Plan Component 2:  
Clearly defined, positively stated behavioral expectations  
Activity 4: Identifying School-wide Behavioral Expectations**

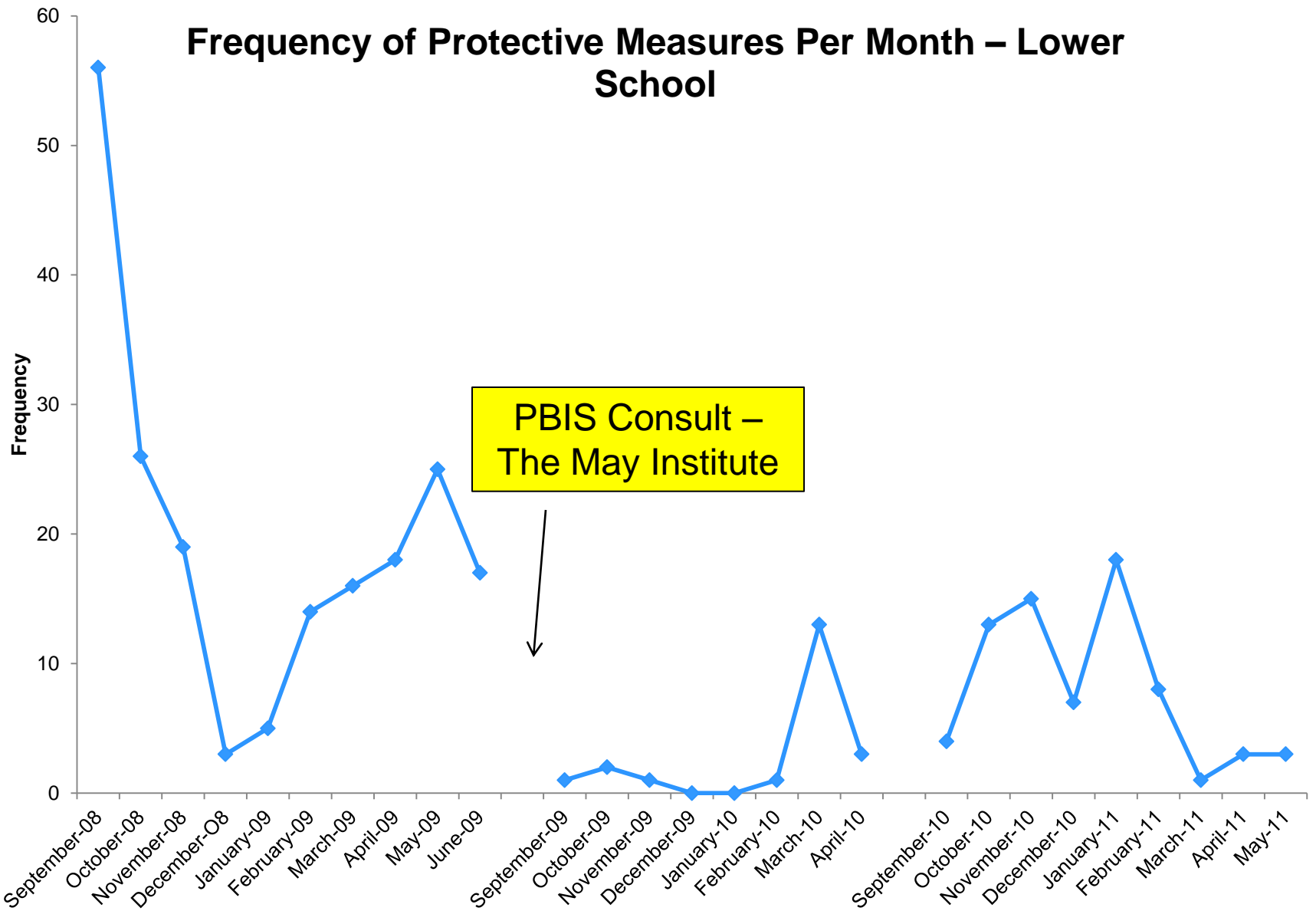
What are the stated behavioral expectations in your school?

1. Be Safe
2. Be Respectful
3. Ask for Help

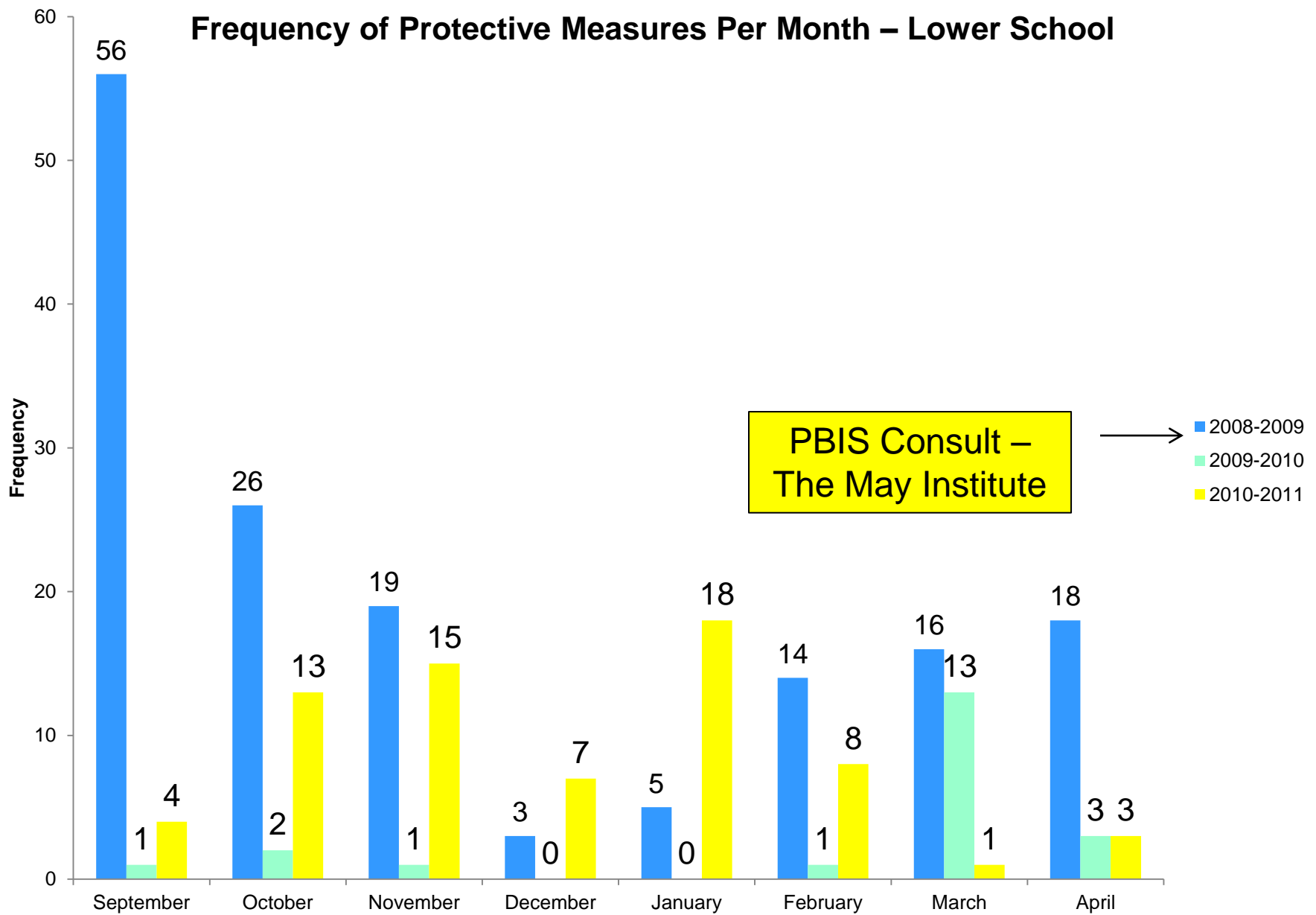
## Activity 5: School-wide Expectations Matrix

School-wide Rules/ Expectations	Typical Settings/ Contexts				
	Classroom/ Specialists	Bathroom	Playground	Hallways	Cafeteria
<b>BE SAFE</b>	STAY IN OWN SPACE COME IN QUIETLY	WALK WITH QUIET FEET LISTEN TO TEACHERS	KEEP HANDS TO SELF USE EQUIPMENT SAFELY	STAY IN LINE LISTEN FOR DIRECTIONS	HOLD DOOR FOR OTHERS WALK SAFELY
<b>BE RESPECTFUL</b>	RAISE HAND TO SPEAK WAIT YOUR TURN	FLUSH TOILET WASH HANDS	LINE UP QUICKLY/QUIETLY TAKE TURNS AND SHARE	USE QUIET VOICES USE QUIET FEET	USE MANNERS QUIET TALKING LISTENING EARS
<b>ASK FOR HELP</b>	USE YOUR WORDS SEEK AN ADULT	FIND AN ADULT USE YOUR WORDS	REPORT PROBLEMS TO ADULT USE YOUR WORDS	FIND AN ADULT USE YOUR WORDS	RAISE YOUR HAND BE PATIENT

# Frequency of Protective Measures Per Month – Lower School

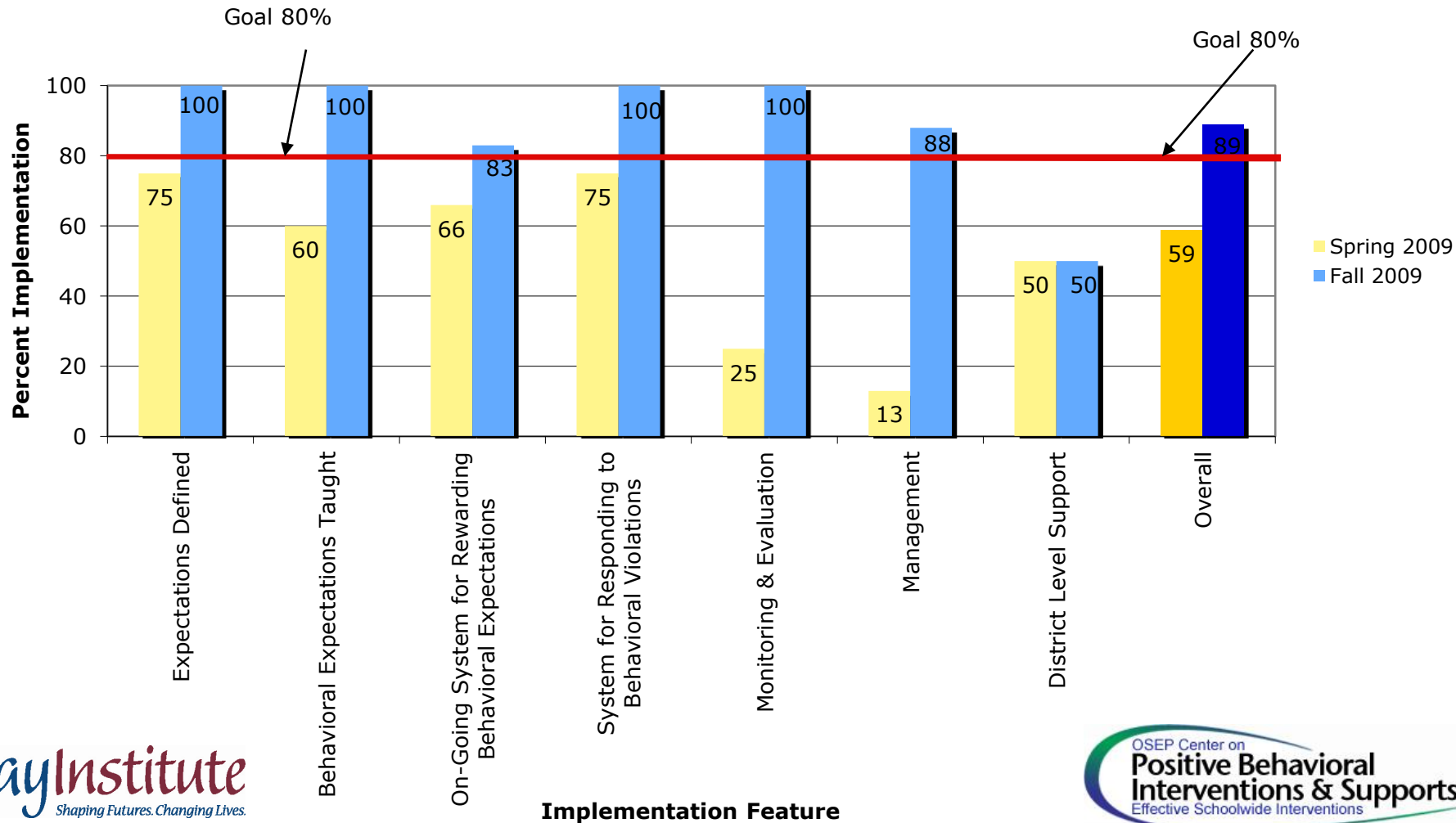


# Frequency of Protective Measures Per Month – Lower School



# Downstairs: Integrity Data

## School-wide Evaluation Tool (SET)



# Upstairs

## Demographics 2009-2010 School Year

	Wash - Up	State Average
Teacher : Student Ratio	1:6	1:15
Grades	3-6	
Students by Ethnicity		
% Asian	9%	5%
% Hispanic	62%	16%
% Black	18%	8%
% White	8%	68%
% Unknown	3%	3%
% Eligible for Free Lunch	78%	26%
% Eligible for Reduced Lunch	11%	6%

# PBIS Impact

- Formalized Systems Already in Place
- Enhanced Data Collection
  - Emphasize Data Driven Decision Making
- Promoted Secondary and Tertiary Supports

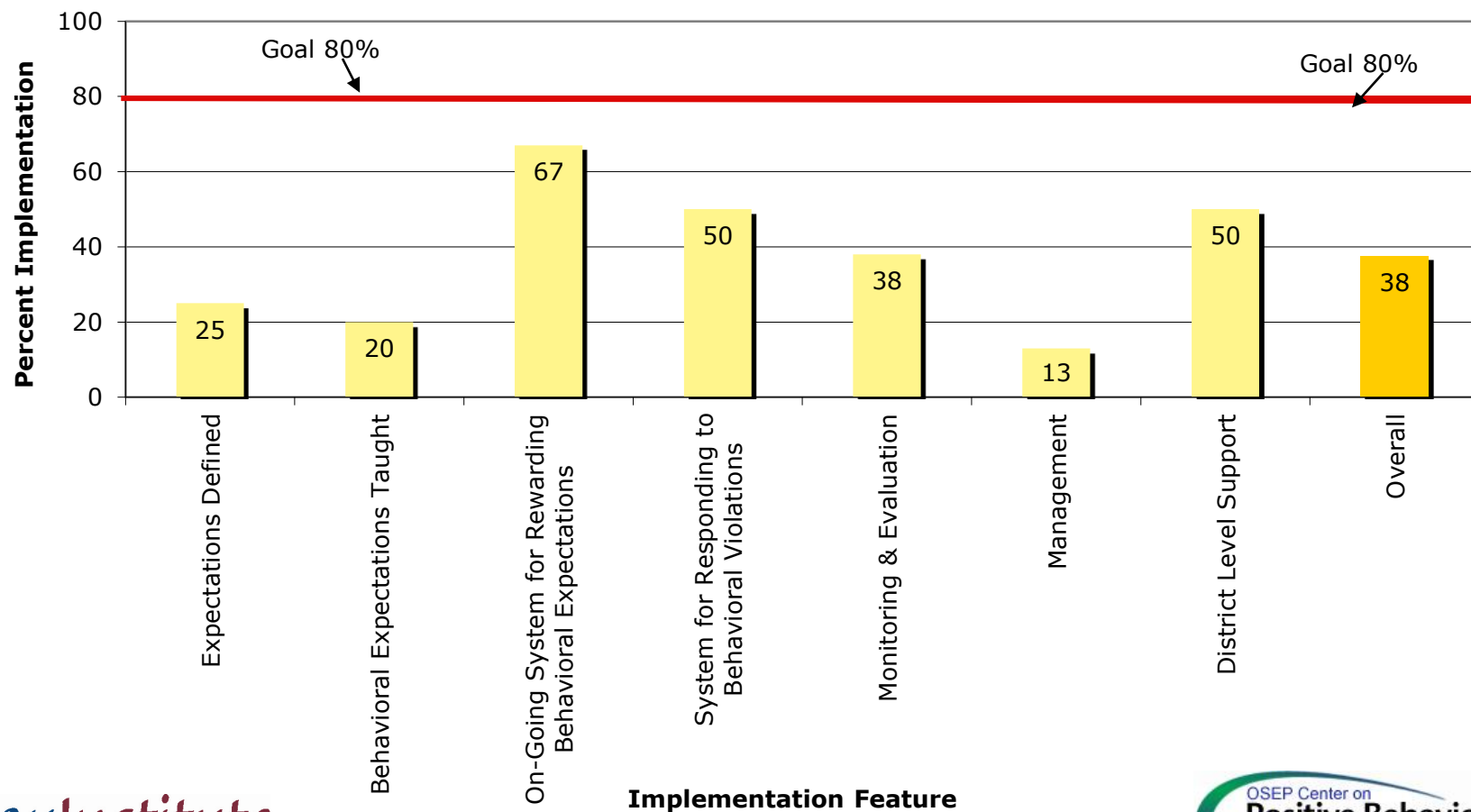
# Upper Training and Support

- “Buy in” for PBIS was a concern and was perceived to not be possible by administration or staff.
  - Perception was PBIS features were in place
  - Review of EBS Survey and current behavioral data
  - Team agreed to review PBIS features relative to current system over a series of team meetings
- School staff had a *long* learning history of attributing behavioral challenges as influenced by factors outside the immediate school environment.

# Upstairs: Systems Integrity Data

## School-wide Evaluation Tool (SET)

Spring 2008



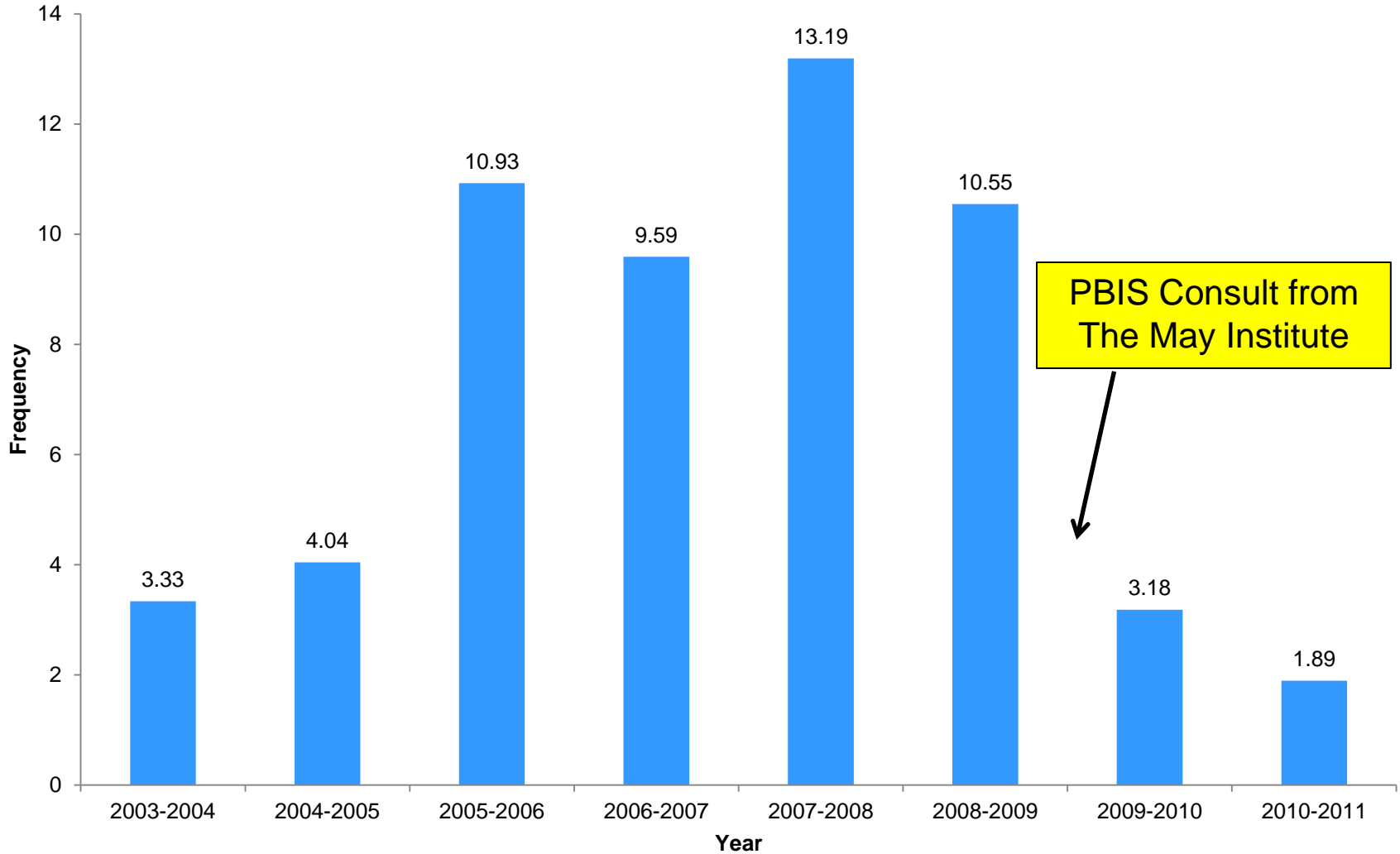
# School 1: SW-BSP

## Development

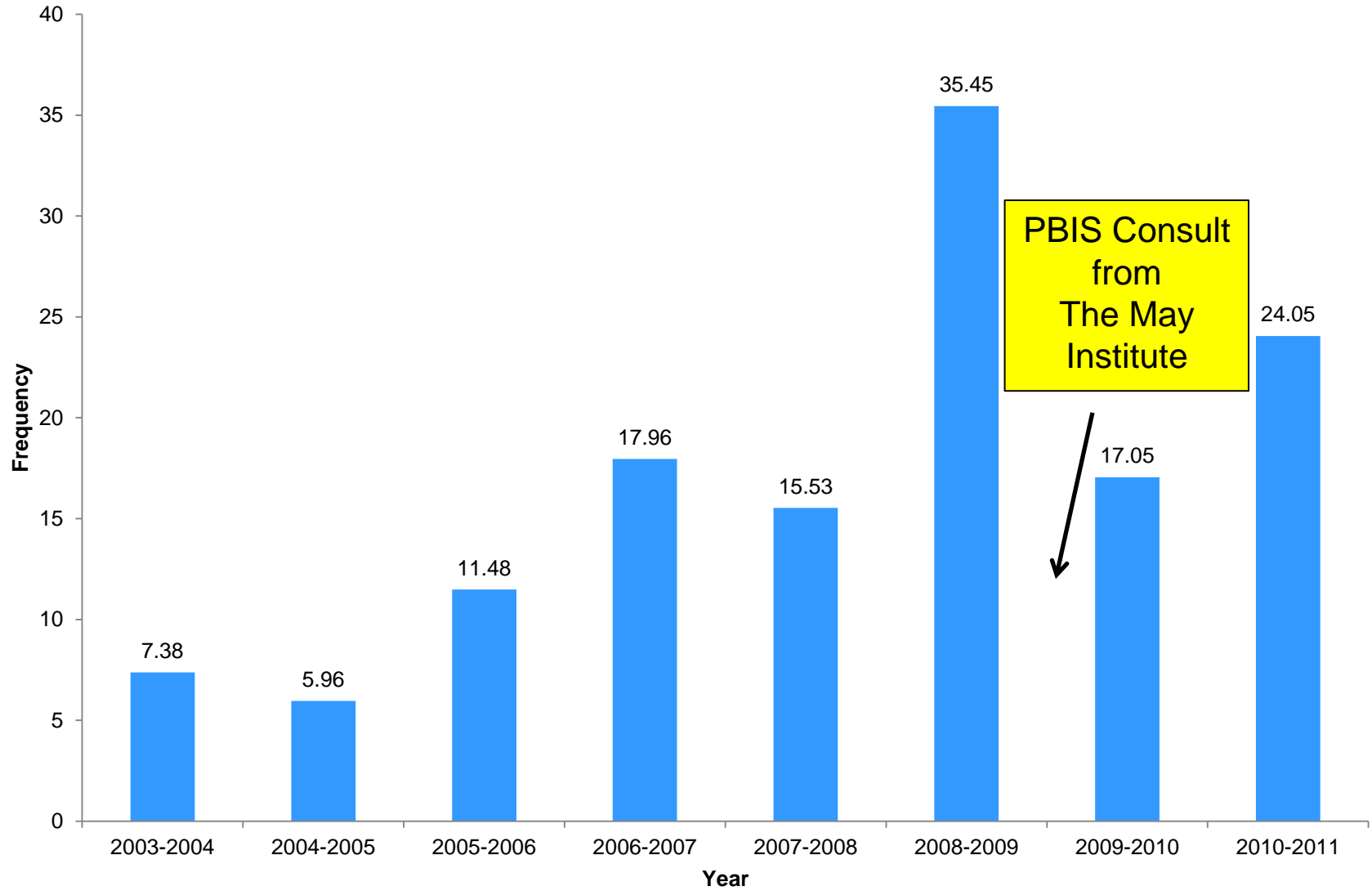
### Review, Discuss, Agreements...

- **Clear Expectations:** Already in place but modified to increase clarity for students by linking to reinforcement
- **Teaching Expectations:** Created formal lesson plans to teach the school wide expectations
- **Reinforcement Procedures:** Individualized by classroom. Modified to a formal school-wide process but added weekly school-wide activities.
- **Consequences:** Informal process. Staff was resistant to modify these procedures.
- **Data:** Instituted SWIS and bi-monthly meetings regarding Data review with district BCBA staff.

# Frequency of Protective Measures Used / Year (per 10 Students)

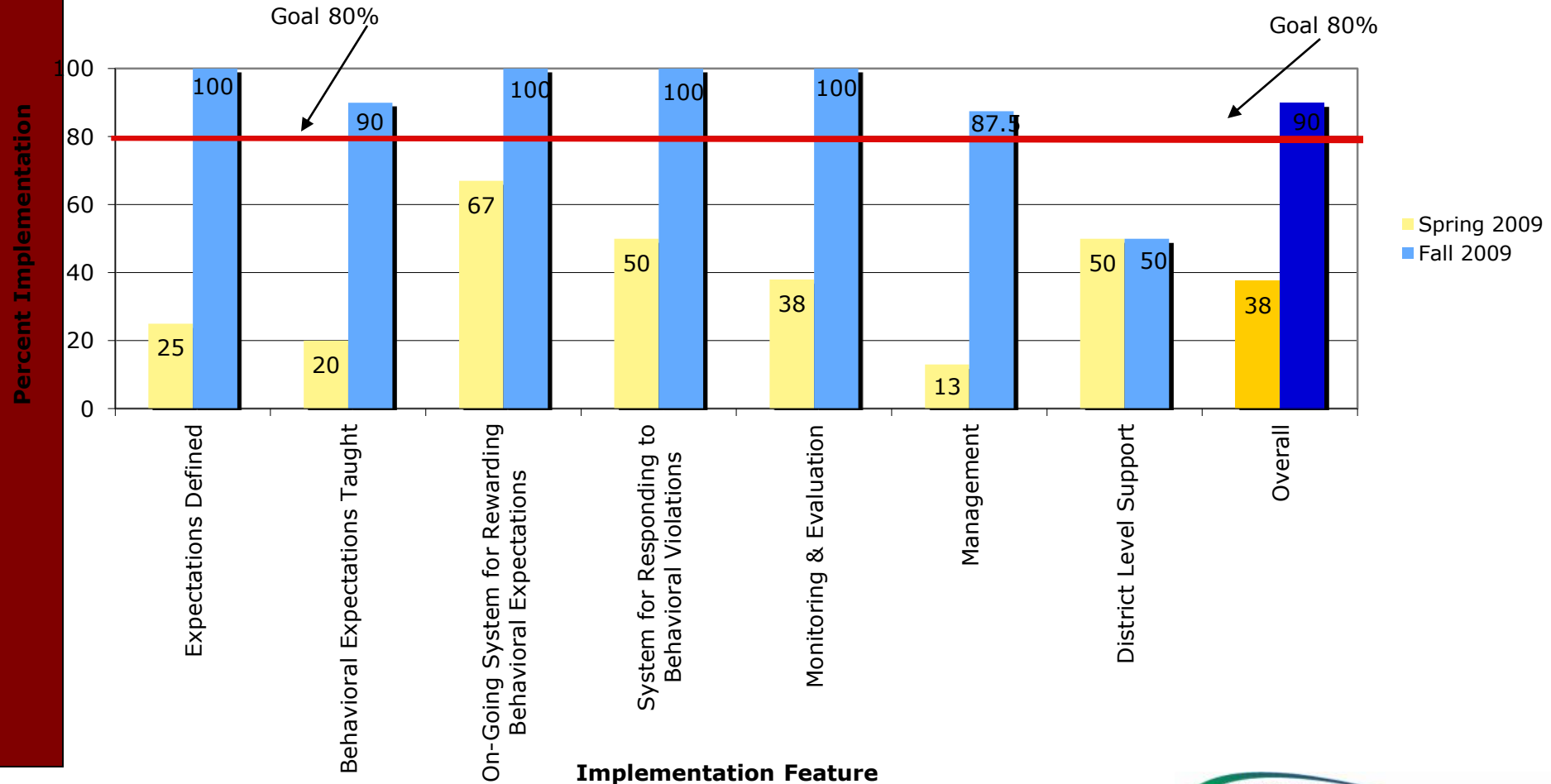


# Frequency of Suspensions/ Year (per 10 Students)



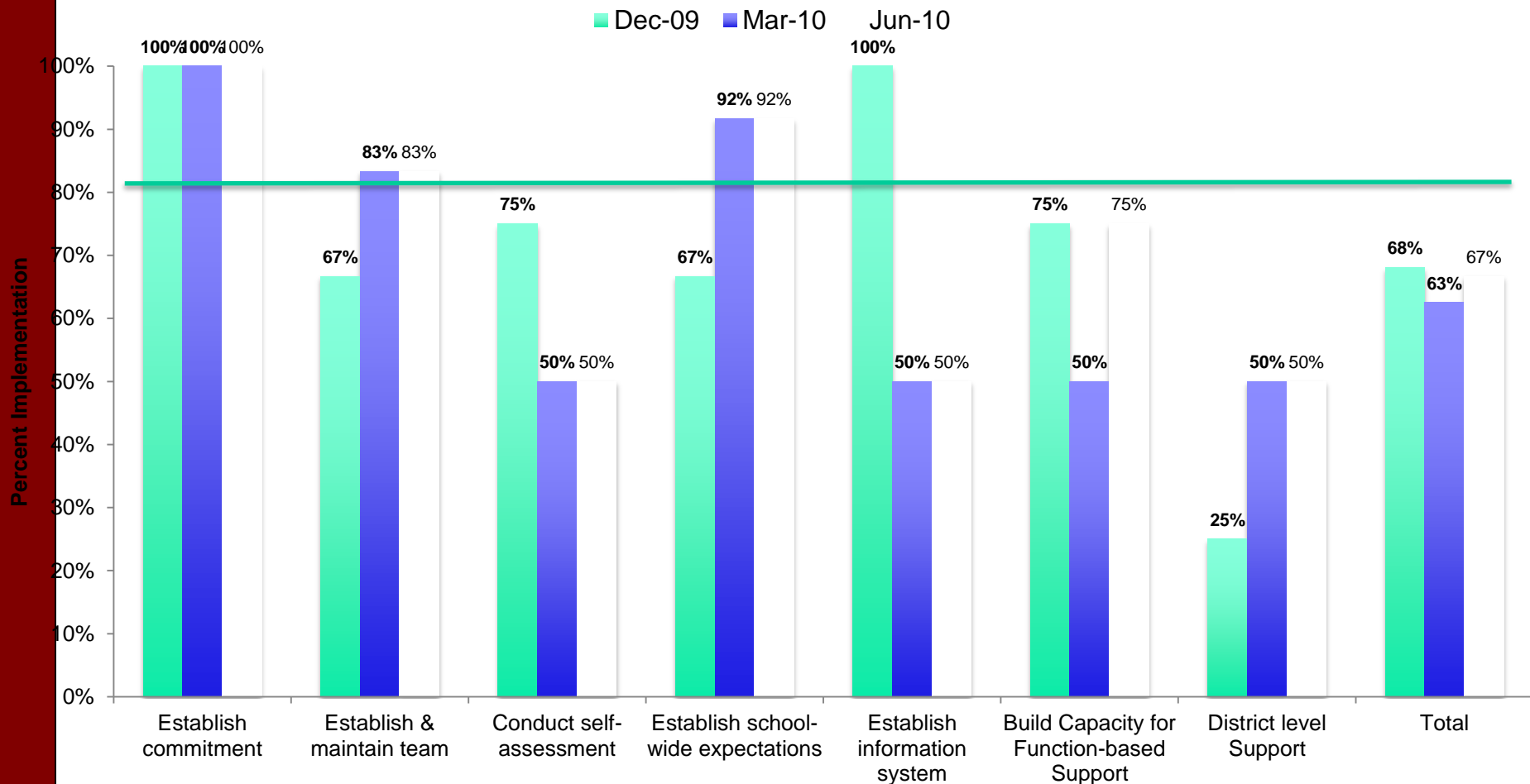
# Upstairs stems Integrity Data

## School-wide Evaluation Tool (SET)



# Upstairs Integrity Data

## Team Implementation Checklist (TIC)



# PBIS in Alternative Schools

## Lessons Learned

- Alternative schools with a large number of behavioral challenges can greatly benefit from strong effective universal practices
- Take the time to build each component with consideration
- Use data at every step
- Make sure data guides each decision!