

Tales from New Hampshire: What Tier 2 PBIS Systems, Data, and Practices Look Like at the High School Level

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Acknowledgements

- New Hampshire Department of Education, Bureau of Special Education
- NH Center for Effective behavioral Interventions and Supports

Agenda

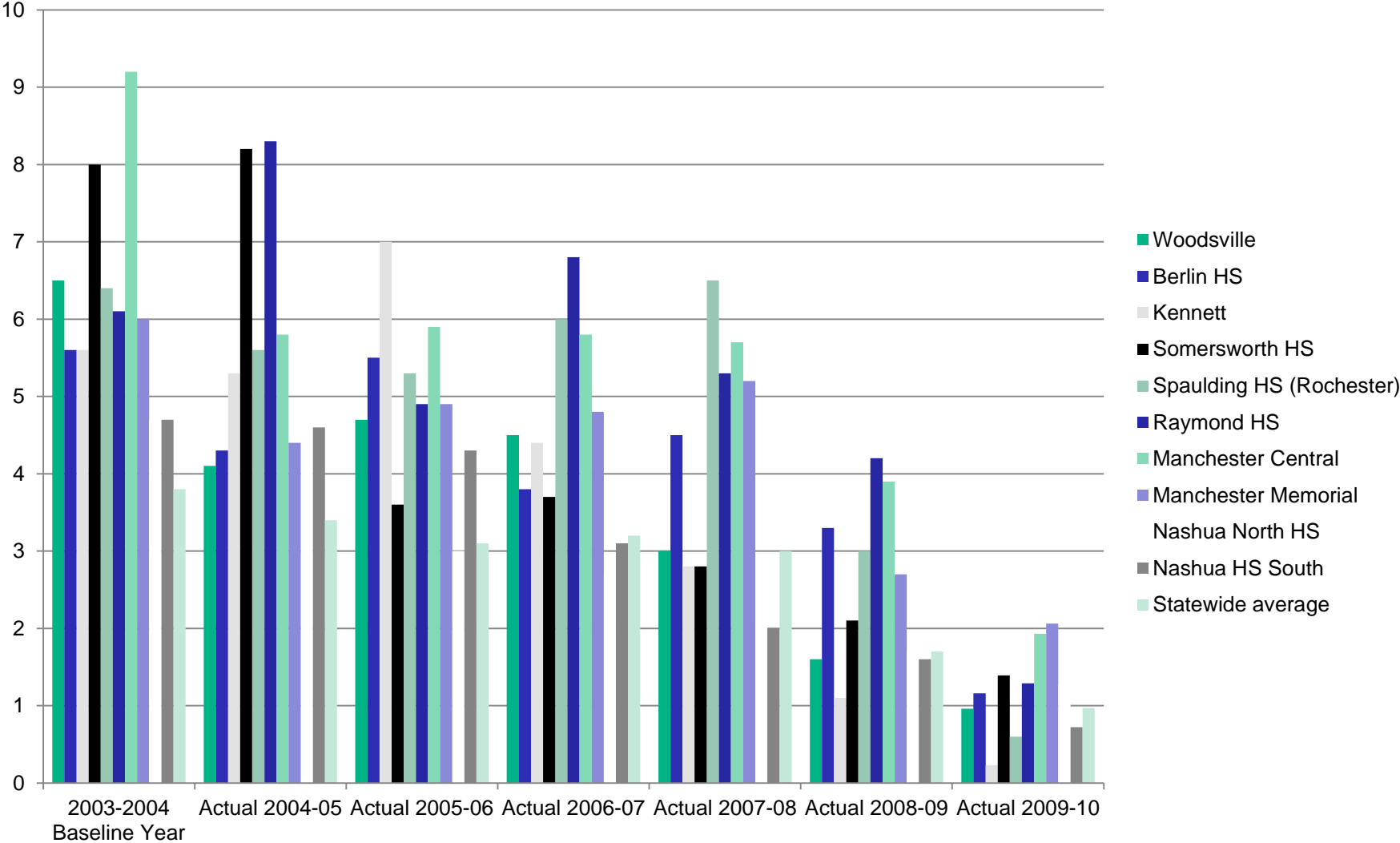
- APEX: PBIS High School projects in New Hampshire
- Tier 2 behavior support in high schools: systems, data, practices
- In-depth look at Tier 2 Behavior Support Implementation

Institute on Disability at UNH

PBIS/High School Projects (“APEX”, 2002-present):

- First APEX Project funded by US DOE as a Dropout Prevention project using PBIS and RENEW – 2 high schools- 2002-2006
 - APEX II funded by US DOE as a Dropout Prevention project- using PBIS and RENEW in 10 high schools- 2006-2009
 - APEX III funded by NH DOE, Bureau of Special Education - build PBIS and RENEW in 7 high schools. 2010-2013
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- NH RESPONDS (2008-2012)- funded by the Office of Special Education Services at the US DOE to implement RtI- IOD delivers training and coaching in literacy and APEX delivers PBIS training and coaching in PBIS in high schools

APEX II: High School Dropout Rates



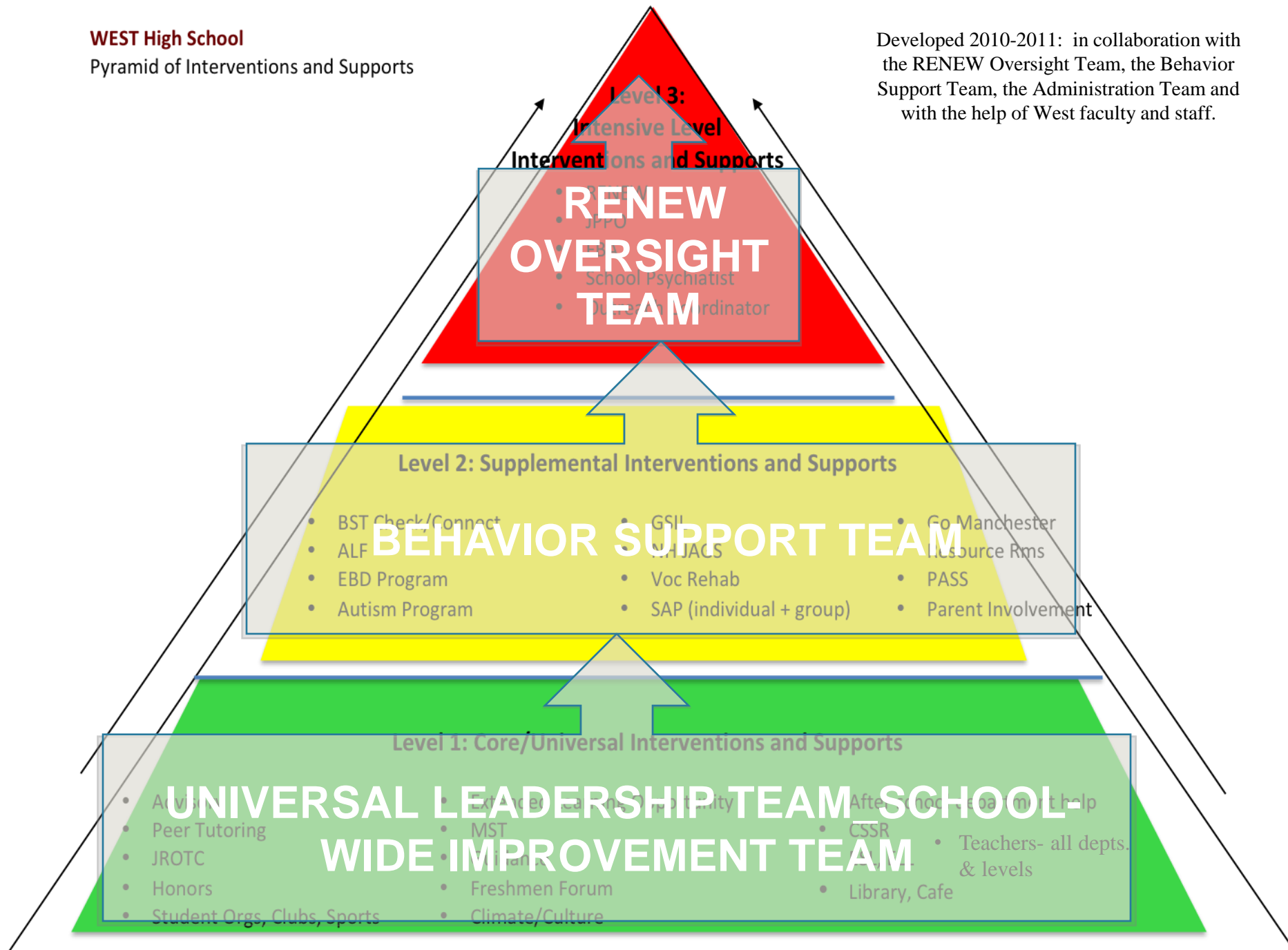
APEX Features- Tier 2

- **Systems:**
 - Targeted (Behavior Support) Team
 - Early Identification, Decision Rules.
 - Communication with teacher, parents and students.
- **Practices:**
 - Check In/Check Out
 - Social Contracting
 - Simple Functional Behavioral Assessment and Behavior Support Plans
- **Data:**
 - Weekly (Bi-weekly) ODRs, Attendance, Progress Reports.
 - Functional Behavioral Assessment, Competing Behavior Pathway

WEST High School

Pyramid of Interventions and Supports

Developed 2010-2011: in collaboration with the RENEW Oversight Team, the Behavior Support Team, the Administration Team and with the help of West faculty and staff.



Level 3:
Intensive Level
Interventions and Supports

- RENEW OVERSIGHT TEAM
- School Psychologist
- District Coordinator

Level 2: Supplemental Interventions and Supports

BEHAVIOR SUPPORT TEAM

- BST Check/Connect
- ALF
- EBD Program
- Autism Program
- GSII
- CHJACS
- Voc Rehab
- SAP (individual + group)
- Go Manchester Resource Rms
- PASS
- Parent Involvement

Level 1: Core/Universal Interventions and Supports

UNIVERSAL LEADERSHIP TEAM SCHOOL-WIDE IMPROVEMENT TEAM

- Advis
- Peer Tutoring
- JROTC
- Honors
- Student Orgs, Clubs, Sports
- Extended Learning Opportunity
- MST
- Freshmen Forum
- Climate/Culture
- After School Programs
- CSSR
- Library, Cafe
- Teachers- all depts. & levels

Team System Features

- Clear Mission statement which articulates team's purpose to others
 - Who do you serve? What do you do? What are your outcomes?

Examples of a Team Mission Statement

The mission of Child Study Team is to develop targeted, school-based intervention plans for student success by implementing proactive, student centered supports academically, socially, and behaviorally in collaboration with teachers and other resources

The Targeted Team will work with students who are non-responsive to school-wide expectations and supports by organizing a continuum of personalized, efficient supports and instruction to improve behavioral and academic outcomes.

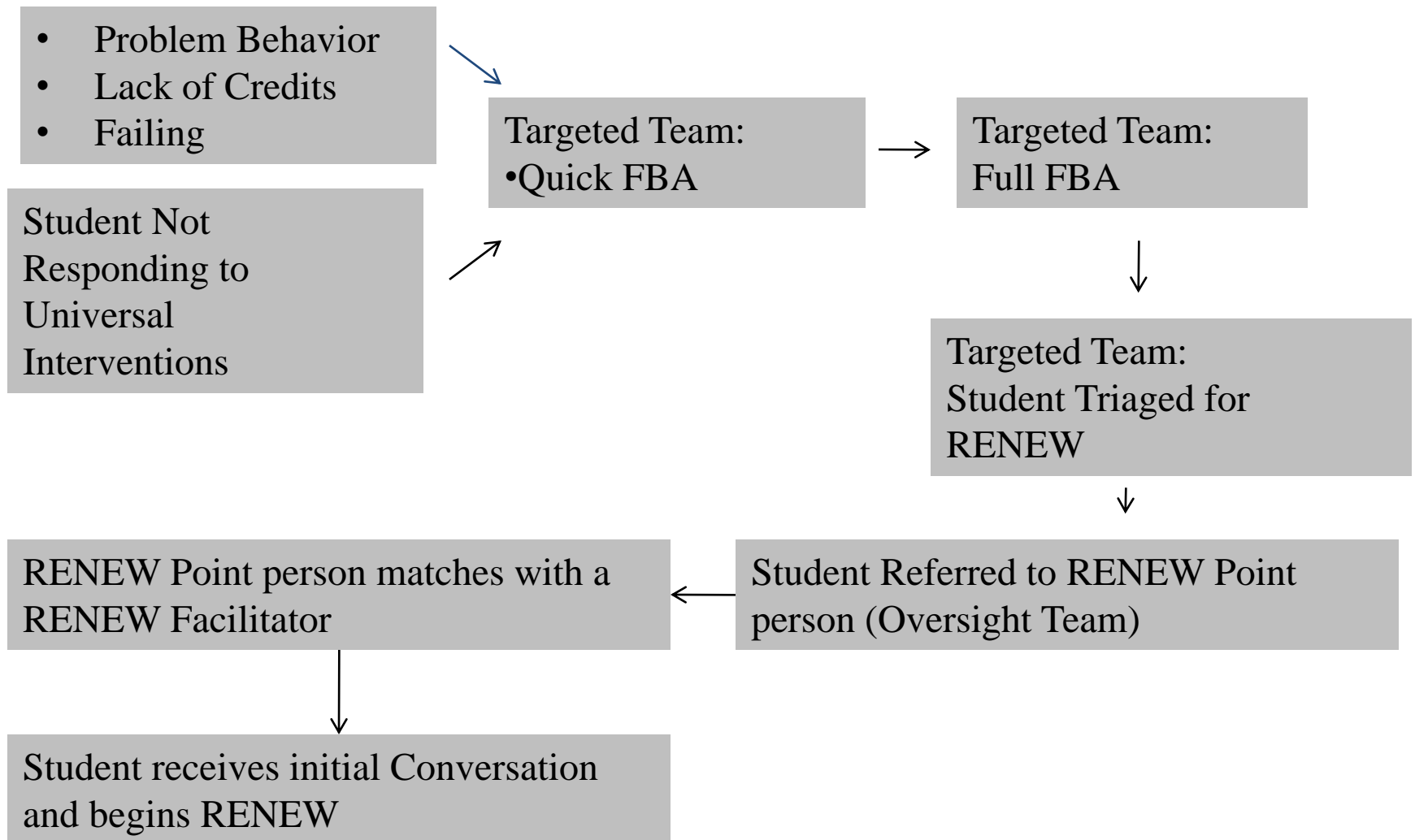
Team System Features (cont.)

- How are teams maximizing effectiveness and efficiency?
- Effective meeting practices
 - Ground rules
 - Agenda is prepared relevant and matches time
 - Meetings are well facilitated
 - Action plans are reviewed and developed
 - Team members are satisfied with efficiency and effectiveness of meeting

Examples: Targeted Group Interventions and Functions of Behavior

- **Access Adult Attention Examples:**
 - Check in/Check out (CICO)
- **Access Peer Attention Examples:**
 - Peer mentoring
 - Interest groups with peers with like interests
- **Address academic task avoidance or social avoidance using Academic or Social Skills teaching**
 - Organization skills
 - Homework planning or completion club
 - Tutoring
 - Specific social skills groups
 - Academic Supports

RENEW Referral Process



RENEW IS.....

- A flexible, person-centered planning and support service
- Driven by the student's expressed needs, interests, and goals
- Designed to foster competence by creating supported educational and career-related experiences in which the youth can be successful
- Designed to be flexible and individualized
- Designed to build social resources for the youth

RENEW IS NOT.....

- A program
- A course, a classroom, or a school

3 Poster Demonstrations

1. Team Process:

- How are teams maximizing effectiveness and efficiency?

2. Tier 2 Nomination/Activation Process

- How are students nominated and then determined eligible for Tier 2 supports

3. Data Decision Making

- How are teams using data to make decisions?

Poster 1: Team Process

1. Team Process

- Team Membership
- Mission Ground Rules
- Effective meeting practices
 - Agenda is relevant and matches time
 - Meetings are well facilitated
- Action plans are reviewed and developed

Poster 2: Tier 2 Nomination/Activation Process

2. Tier 2 Nomination/Activation Process

- Forms (referral forms)
- Differentiate Tier II & Tier III
- Flowcharts
- Criteria & Benchmarks for Tier II
- Pyramid of Interventions

Poster 3: Data-Guided Decision Making

BIG IDEA:

“How are teams using data to make decisions?”

Poster Session Instructions

- Three 15-minute sessions
- APEX III facilitator present at each session
- At 15-minute point, sessions will end and folks will rotate to next session. 5 minutes for rotation
- APEX Facilitators:
 - Team Process: Donna
 - Tier 2 Nomination/Activation: Kathy/Derek
 - Data: Maureen

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