PBIS in Urban Alternative School Settings: Program Design and Planning

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Berkshire Association for Behavior Analysis and Therapy
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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?

Typical features of alternative settings?

What are critical features of SW-PBIS in these settings?
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

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

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

~15%

~5%

ALL

SOME

FEW

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

Most interventions are individualized and intensive.

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

Most interventions are individualized and intensive.
Approach 4 Integrated Elements

Supporting Staff Behavior

Supporting Student Behavior

Supporting Social Competence & Academic Achievement

Supporting Decision Making

SYSTEMS

DATA

PRACTICES

OUTCOMES

May Institute: Shaping Futures, Changing Lives
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

Classroom

Non-classroom

Family

Student
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

Identify Team

Conduct Self-Assessment

Develop / Adjust Action Plan

Implement Action Plan

Monitor & Evaluate Action Plan
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

<table>
<thead>
<tr>
<th></th>
<th>Downstairs</th>
<th>State Average</th>
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<tbody>
<tr>
<td>Teacher : Student Ratio</td>
<td>1:4</td>
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<td>Grades</td>
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<td>Students by Ethnicity</td>
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<tr>
<td>% Asian</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>% Hispanic</td>
<td>37%</td>
<td>16%</td>
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<tr>
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<tr>
<td>% Eligible for Free Lunch</td>
<td>87%</td>
<td>26%</td>
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<tr>
<td>% Eligible for Reduced Lunch</td>
<td>3%</td>
<td>6%</td>
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</table>
Downstairs: Systems Integrity Data
School-wide Evaluation Tool (SET)

Expectations Defined
Behavioral Expectations Taught
On-Going System for Rewarding Behavioral Expectations
System for Responding to Behavioral Violations
Monitoring & Evaluation
Management
District Level Support
Overall

Percent Implementation

Goal 80%

Goal 80%
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

<table>
<thead>
<tr>
<th>School-wide Rules/Expectations</th>
<th>Typical Settings/ Contexts</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Classroom/ Specialists</td>
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<tr>
<td><strong>BE SAFE</strong></td>
<td>STAY IN OWN SPACE</td>
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<tr>
<td></td>
<td>COME IN QUIETLY</td>
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<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>RAISE HAND TO SPEAK</td>
</tr>
<tr>
<td></td>
<td>WAIT YOUR TURN</td>
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<tr>
<td><strong>ASK FOR HELP</strong></td>
<td>USE YOUR WORDS</td>
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<tr>
<td></td>
<td>SEEK AN ADULT</td>
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</table>
Frequency of Protective Measures Per Month – Lower School

PBIS Consult – The May Institute
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May Institute
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School-wide Evaluation Tool (SET)

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Overall

Goal 80%

Percent Implementation

Implementation Feature

Spring 2009
Fall 2009

Goal 80%
<table>
<thead>
<tr>
<th></th>
<th>Wash - Up</th>
<th>State Average</th>
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<tbody>
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<tr>
<td>Grades</td>
<td>3-6</td>
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<td>Students by Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Asian</td>
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<td>5%</td>
</tr>
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<td>62%</td>
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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

Expectations Defined
Behavioral Expectations Taught
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Management
District Level Support
Overall

Goal 80%
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:
- 2003-2004: 3.33
- 2004-2005: 4.04
- 2005-2006: 10.93
- 2006-2007: 9.59
- 2007-2008: 13.19
- 2008-2009: 10.55
- 2009-2010: 3.18
- 2010-2011: 1.89

PBIS Consult from The May Institute
Frequency of Suspensions/ Year (per 10 Students)

PBIS Consult from The May Institute

Year

2003-2004 7.38
2004-2005 5.96
2005-2006 11.48
2006-2007 17.96
2007-2008 15.53
2008-2009 35.45
2009-2010 17.05
2010-2011 24.05
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Percent Implementation

Goal 80%

Implementation Feature

Spring 2009
Fall 2009
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!