Advance Organizer

• Brief overview of key features of
  o Schoolwide Positive Behavior Interventions and Supports (PBIS)
  o Alternative education settings
  o Systems change

• PBIS in alternative education settings
  o Determining readiness
  o Developing a plan and preparing staff for launch
  o Launching PBIS with staff, students, families and stakeholders

• Questions and discussion
Learning Objectives

Researchers and practitioners will benefit from this presentation by

(1) reviewing the PBIS framework, rationale, and principles, and identifying which procedures are relevant for developing systemic components in alternative settings,

(2) learning specific strategies and challenges involved in developing and/or building a PBIS framework in alternative school settings; and

(3) understanding strategies for data collection and outcome evaluation in alternative school settings

Alternative Education

• 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

• An emotional or behavioral disorder may have prevented sustained academic and behavioral success in traditional school settings\(^3\)

• 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

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

Alternative Education Settings

• Address the unique needs of students

• Provide a nontraditional approach to education and includes activities that fall outside the traditional K–12 curriculum\(^1\)

• Nearly 1.3% of students in the U.S. are educated in alternative programs\(^2\)
• Primarily serves students with emotional and/or behavioral concerns\(^1\)

\(^1\)Institute for Education Sciences (2014); \(^2\)U.S. Department of Education (2002)
Diversity in Alternative Educational Settings

Turn to your neighbor and discuss (3 to 5 mins)

- What type(s) of alternative educational settings that you work in?
- What types of behavioral and academic needs do your students demonstrate in these settings?
- What types of behavioral and or academic supports are present in your alternative education setting(s)?

Conceptual Foundations of Schoolwide PBIS

Behaviorism
ABA
PBS
SWPBIS

Behavior is learned, lawful, and manipulable
Apply to socially important problems in applied settings
Consider larger context of improving quality of life
Critical Features of PBIS
Supporting Social Competence & Academic Achievement

Supporting Staff Behavior
Supporting Evidence-based Interventions
Supporting Decision Making

OUTCOMES
SYSTEMS
DATA
PRACTICES

Outcomes in Alternative Settings

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?
**Effective Organization of School Structures**

- **Common Language**
- **Common Experience**
- **Common Vision/Values**
- **Quality Leadership**

**POSITIVE SCHOOL-WIDE CLIMATE FOR ALL (Students, Family, School, Community)**

**Multi-tiered Systems of Support**

**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
Label behavior...not people

Team-based Implementation Process

Team

Agreements

Data-based Action Plan

Evaluation

Implementation
It can!

- Potential outcomes from research and practice:
  - ↑ points earned
  - ↑ access to rewards and reinforcement
  - ↑ positive interactions with students and staff
  - ↑ appropriate behavior
  - ↑ school climate
  - ↓ crisis responses
  - ↑ feeling safe
  - ↓ problem behavior

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

Implementation science

**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).

Fixen (2013)
Implementation science

**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)

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Implementation science

**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

**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.

How do we get started in alternative schools?

- Identify team
- Assess current outcomes, data, systems, and practices
- Develop data based action plan
- Implement action plan
- Monitor, evaluate, and adjust the action plan

Assess for readiness

Simonsen, Jeffrey-Pearsall, Sugai, & McCurdy (2011)
How do we assess for readiness?

- 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?

PBIS at Next Wave and Full Circle
About Next Wave and Full Circle

- Brief History
- Schedule
- Teacher – Counselors
- Brief Overview Video (Minute: 0:00 – 0:45; 4:30 – 7:30)


<table>
<thead>
<tr>
<th></th>
<th>Next Wave Middle School</th>
<th>Full Circle High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrolled</td>
<td>20</td>
<td>55</td>
</tr>
<tr>
<td>Economically disadvantaged students</td>
<td>16 (80%)</td>
<td>30 (54.5%)</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>13 (65%)</td>
<td>43 (78.2%)</td>
</tr>
<tr>
<td>2015 Attendance rate</td>
<td>88.6%</td>
<td>68.0%</td>
</tr>
<tr>
<td>Student : teacher ratio</td>
<td>2.6 to 1</td>
<td>4.5 to 1</td>
</tr>
</tbody>
</table>

Somerville is a Level 3 District
PBIS at Next Wave and Full Circle

- Initial overview and training: November 3, 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

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

Date


Frequency of Visits to the Process Room

Avg = 21.4
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.
### 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
### Acknowledgement System – Point Sheets

<table>
<thead>
<tr>
<th>Safety</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Homebase</th>
<th>LEGO</th>
<th>Evolve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not leave materials in the hallway.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Do not leave your seat.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Do not leave your seat.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Respects classmates and takes turns.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Takes care of property.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Uses appropriate language.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Does not chew gum.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Is on time each day in class.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Other.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

### Acknowledgement System – Level System & Rewards
Revision of the process room log to make it SWIS compatible
Entering Process Room Data into SWIS

- 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

Avg in Nov 2015 = 21.4
Process Room Visits by Time

![Graph showing referrals by time.](image)

Process Room Visits by Day of the Week

![Graph showing referrals by day of the week.](image)
Process Room Visits by Behavior

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

Process Room Visits by Student
Process Room Visits by Student

Student self-selected

Tiered Fidelity Inventory Data

Percentage of Steps Fully Implemented

Tiered Fidelity Inventory Sections

Teams

Implementation

Evaluation

Nov-15

Sep-16
Future Action & Considerations
- 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

What 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?**
Q&A: Social Skill Practice!

Step 1: Think of a question
Step 2: Raise your hand
Step 3: Wait to get called upon
Step 4: When called upon, ask it!
Step 5: Pat yourself on the back because you are amazing!