Meeting the Behavioral, Social, and Emotional Needs of All Students: Universal School-Wide Positive Behavioral Support

Response to Instruction and Intervention (RtII) in PA

Joseph F. Kovaleski, D.Ed., NCSP
Professor
Indiana University of PA
jkov@iup.edu

Timothy J. Runge, Ph.D., NCSP
Assistant Professor
Indiana University of PA
trunge@iup.edu

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Purpose of Today's Presentation

◻ Review RtII, provide brief introduction to School-Wide Positive Behavior Support (SWPBS), and how the two are integrated

◻ Describe potential academic and behavioral outcomes

◻ Indentify initial steps to build infrastructure for RtII and / or SWPBS

To Clarify...

- RtII = Response to Instruction and Intervention = RtI

- SWEBS = PBIS = SWPBS

What is RtII?

- A comprehensive, multi-tiered intervention strategy to enable early identification and intervention for students at academic or behavioral risk.

- An alternative to the discrepancy model for the identification of students with learning disabilities.

RtII is "the Practice of…

- (1) providing high-quality instruction and interventions matched to student needs and,

- (2) using learning rate over time and level of performance to

- (3) make important educational decisions. (p.5)"

National Association of State Directors of Special Education (2005)
Response to Intervention: Policy Considerations and Implementation, p. 5

What is SWPBS?

SWPBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior.

Why Implement RtII?

- Schools that implement RtII with high degree of fidelity…

  - Display improvements in bringing students to proficiency in basic skills

  - Address the needs of students who are at risk for academic failure

- RtII has been endorsed by PDE as its way of implementing a standards-aligned system.

- RtII brings together research-based assessment and instructional practices.

Why Implement SWPBS?

- Schools implementing SWPBS with fidelity report:
  - 20-60% reductions in office discipline referrals
  - Improved faculty/staff satisfaction
  - Improved academic outcomes
  - Improved administrator perceptions of school safety*
- Approved by the Office of Special Education Programs (OSEP) as an IDEA that Works
- Research-based Practice
- Currently being implemented in 40 states

*PBIS Newsletter, 12/30/2004 at:

http://www.pbis.org/news/archives/four/PBISNEWSLETTER.htm

Why Implement SWPBS and RtII Together?

- Kids usually don't come with either academic or behavior problems

- Schools need to address academics and behavior coherently and efficiently

- New programs need to be integrated seamlessly to avoid fragmentation, confusion, and frustration

Key Characteristics of RtII

- Robust standards-aligned core curricula
- Evidence-based instructional strategies
- Universal screening of academics and behavior
- Data-analysis teaming
- Multiple tiers of increasingly intense interventions
- Use of evidence-based interventions
- Continuous monitoring of student performance

Summary of SWPBS Basic Principles

- ◘ SWPBS is a process for creating safe and effective learning environments

- ◘ SWPBS is a proactive approach to teach, monitor, and support appropriate school behavior for **all** students

- ◘ SWPBS is not new, it's a combination of research-based, effective strategies

SWPBS Is a Process and Systems Approach

- Reduce time spent on discipline
- Create systems-based preventive continuum of behavior support
- Invest in evidence-based practices
- Establish behavioral competence
- Utilize data-based decisions
- Give priority to academic success by increasing available teaching/learning time

SWPBS Components

1. **Environmental redesign** – change the setting to 3-Tier system

2. **Curriculum redesign** – <u>teaching</u> rules and expectations; 3-5 positively stated expectations

3. **Modification of behavior** – via token economy (emphasized) and punitive strategies (minimized)

4. **Data-based decision making**

Potential Academic and Behavioral Outcomes

- Reducing discipline incidents and office discipline referrals promotes safe, productive school environments

- Fewer discipline incidents increases job satisfaction for staff members (Goor & Schwenn, 1997; Minarik et al., 2003; Richards, 2003; Whitaker, 2000)

- Proactive school environments increase the likelihood of academic success (Putnam et al., 2006)

Designing School-Wide Systems for Student Success…

Academic Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity
- Progress monitoring

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response
- Tier time
- Standard protocol interventions
- Progress monitoring

Universal Instruction
- All students
- Preventive, proactive
- Standards-aligned instruction
- Universal screening
- Data-analysis teaming

Behavioral Systems

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
- Classwide/school-wide rules
- Teach the rules
- Reinforce the rules

1-5% 1-5%

5-10% 5-10%

80-90% 80-90%

15
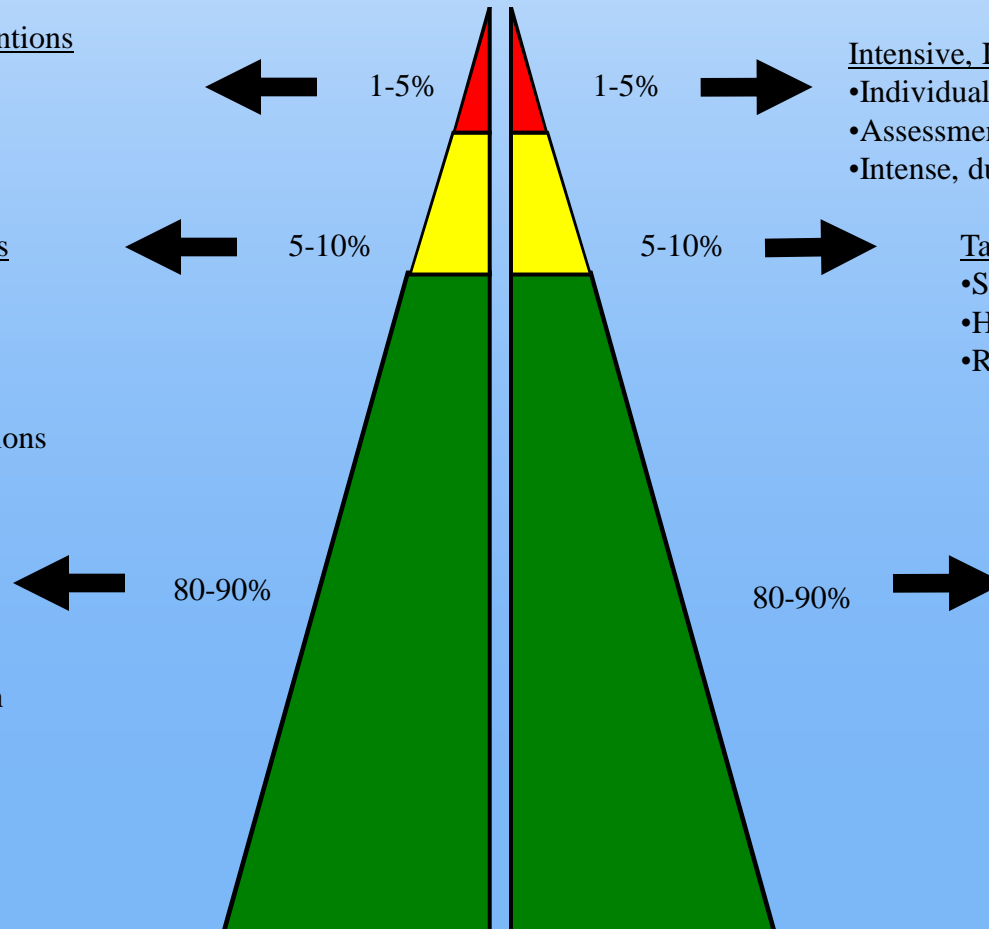
Tier I: Strong Scientifically-Validated Core Curriculum

- ◘ The ideal initial step is to have a strong scientifically-validated core curriculum in regular education that will require minimal supplemental intervention

- ◘ Please note that the subsequent slides are features that are common to BOTH RtII and SWPBS

Tier I: Universal Screening

- Assists in identifying grade-wide deficits in curriculum and instruction
- Provides a baseline for grade-wide / school-wide goal setting
- Identifies students at risk of academic or behavioral difficulties
- Can generate local norms and benchmarks

Frequently Used Universal Screeners

- Dynamic Indicators of Early Literacy Skills
  - DIBELS www.dibels.uoregon.edu
- AIMSweb
  - www.AIMSweb.com
- 4Sight Benchmark Assessments
  - www.successforall.net
- Monitoring Basic Skills Progress
  - MBSP-www.proedinc.com
- School-Wide Information System
  - SWIS-www.swis.org

Teaming for Academics and Behavior: One Team at Each Level

	RtII	**SWPBS**
District Level	Create policy and select assessment and interventions for academics; analyze district-wide data trends	Create policy and select assessment and interventions for behavior (discipline); analyze district-wide data trends
Building Level	Team (principal, specialists, teachers) analyze data school data trends and organize programs. Problem-solve for individual students	Team (principal, specialists, teachers) analyze data school data trends and organize programs. Problem-solve for groups of students / identified problem areas
Grade Level	All grade level teachers meet to review universal academic screening data to differentiate instruction and identify students for tier 2.	All grade level teachers meet to review SWIS data to manage SWPBS program and identify and monitor students for tier 2.

Tier 1: Data Analysis Teaming

- ◘ Teams of like teachers working together to…

- ◘ Access critical data on all students' performance related to achievement of standards and expectations

- ◘ Analyze data and find which students have which gaps in attainment of academics or behavior

- ◘ Set measurable goals to close the gap

- ◘ Brainstorm / adopt effective instructional / reinforcement strategies

SWPBS: Quantitative Data Collection

- Office discipline reports

- Staff / Student Attendance

- Suspension / Detention / Expulsion

- LRE
  - Special education referrals and eligibility
  - Placements in approved private schools

- Academics (*4Sight*; PSSA)

SWPBS: Qualitative Data Collection

- Via *Self-Assessment*; *School Safety Survey*; others
  - Policy and procedures
  - Reinforcement systems
  - Instructional environment
  - Non-classroom systems
  - Professional development
  - School climate
  - Parent / community support

SWPBS: Collect & Analyze Quantitative Data

- The School-Wide Information System (SWIS) is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions

- The three primary elements of SWIS™ are:
    - an efficient system for gathering information
    - a web-based computer application for data entry and report generation
    - a practical process for using information for decision making
- Check-In / Check-Out – Tier 2 standard protocol intervention
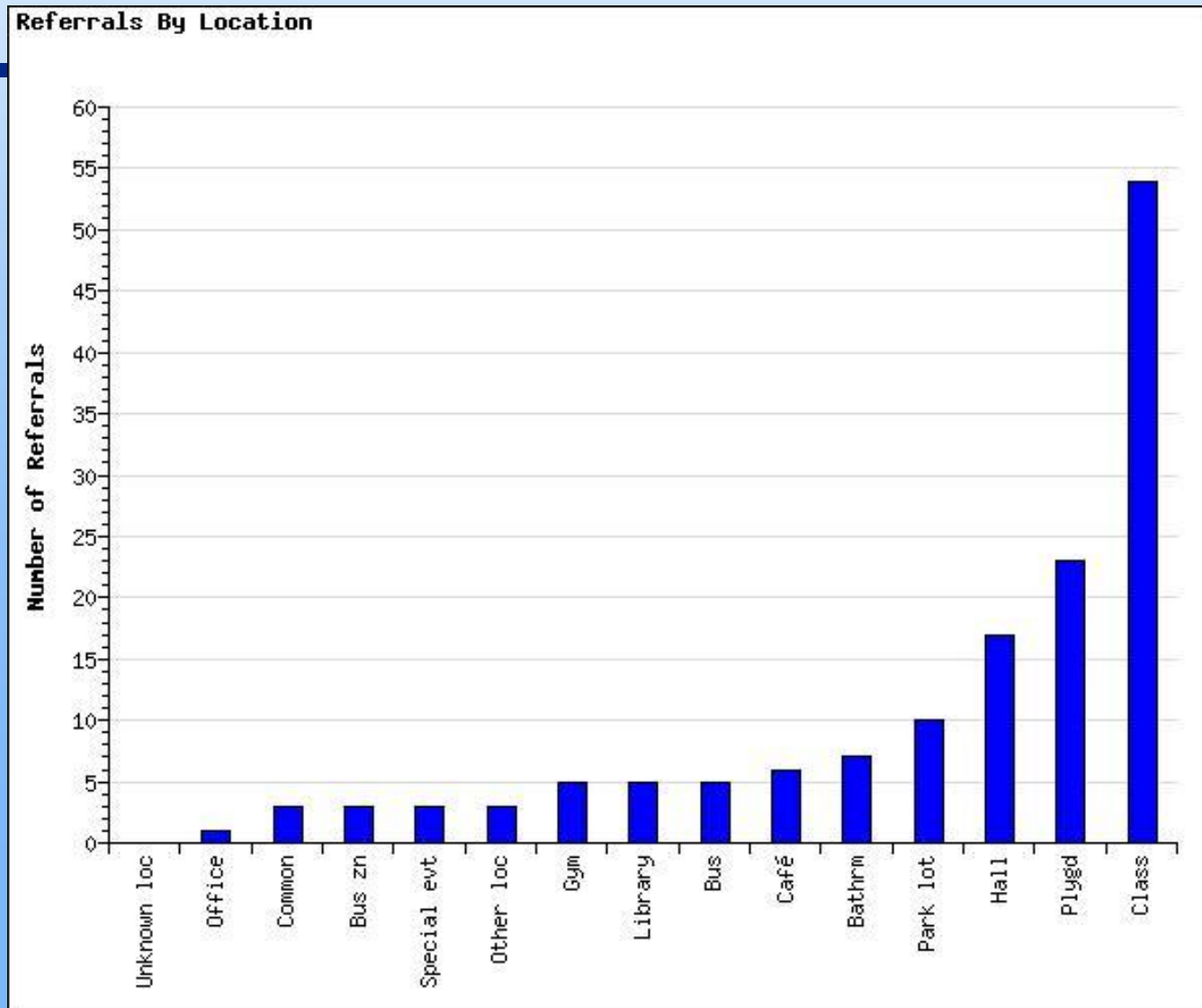
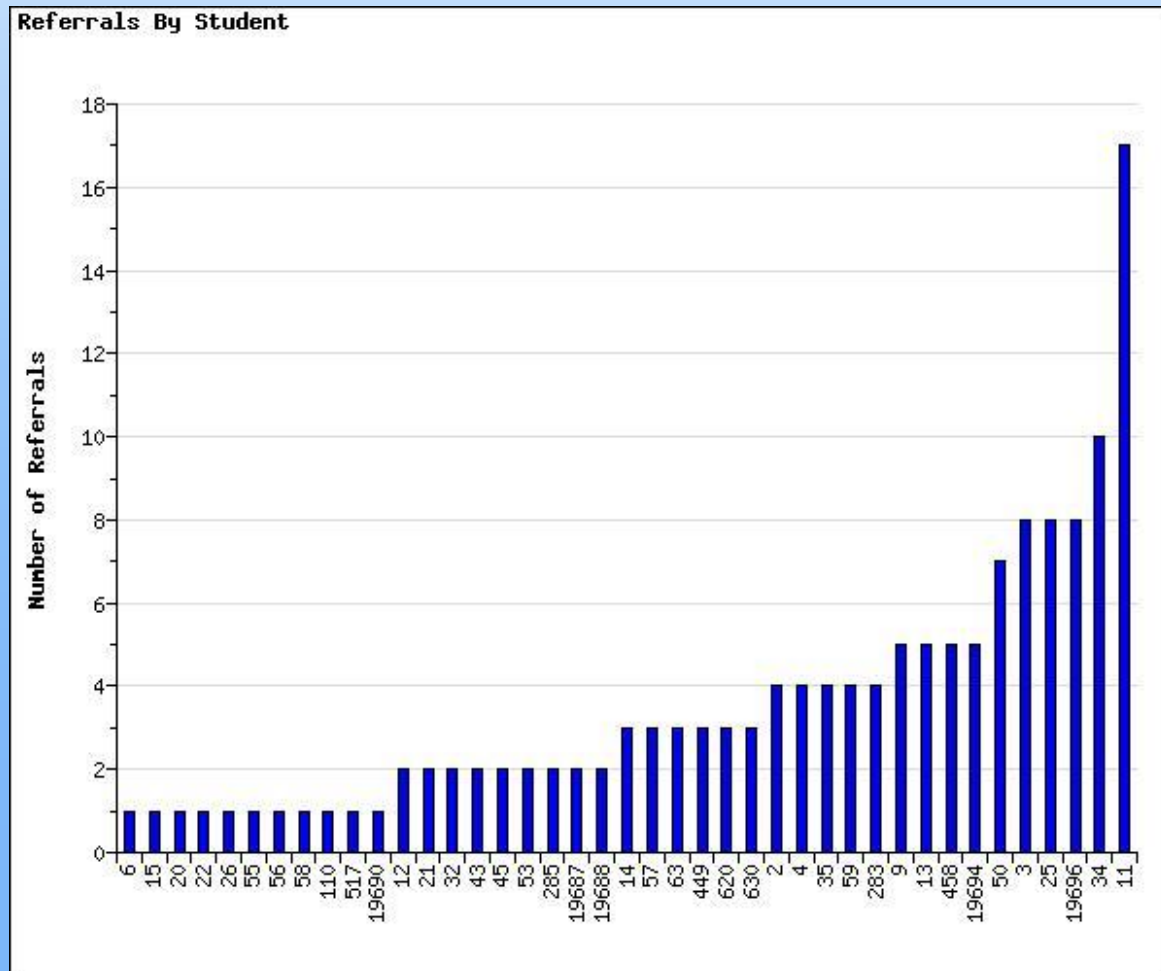# Referrals by Month - Adjusted

Average Referrals Per Day Per Month

School Months, 2005-06

Quick, easy graphing for visual analysis
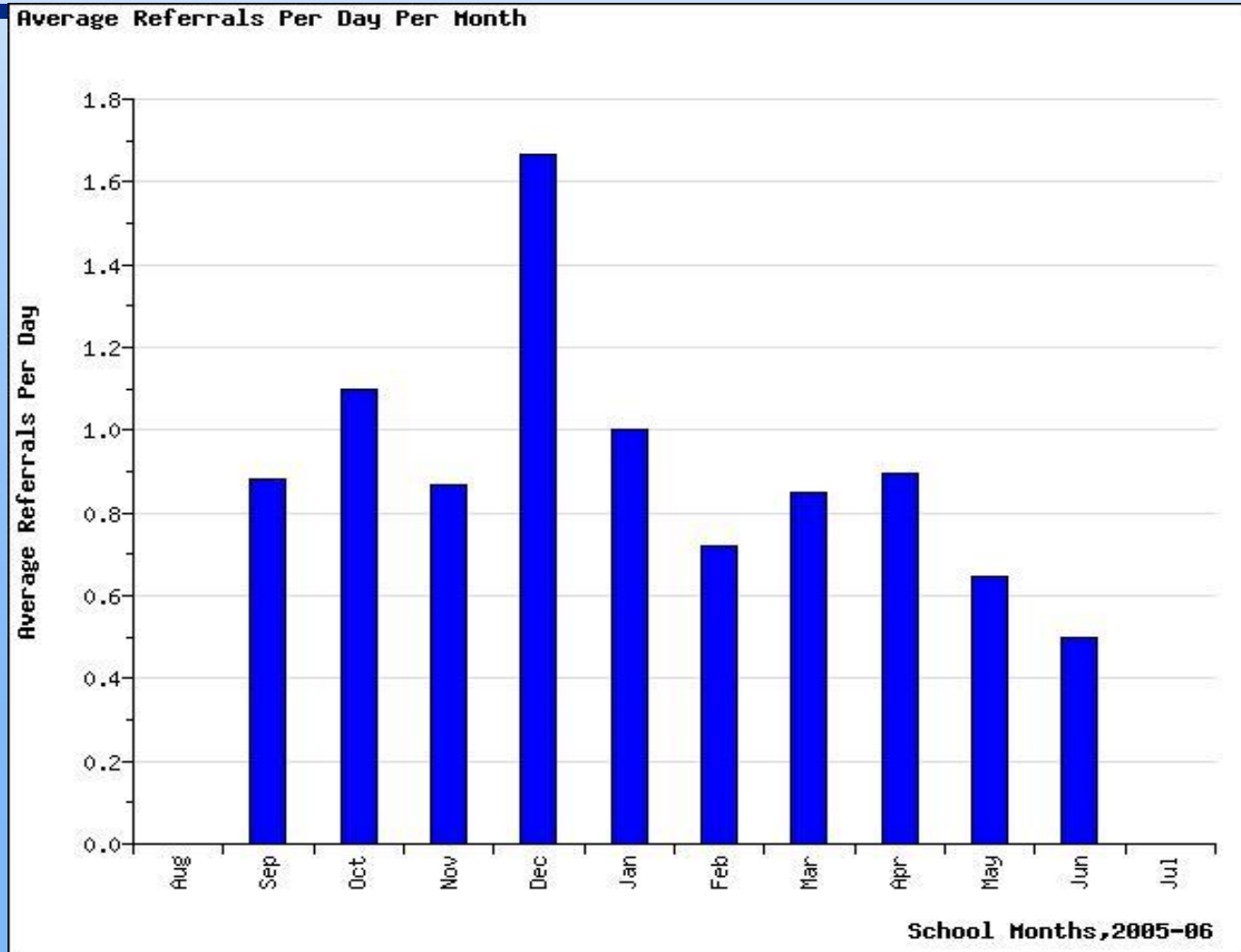
Referrals by Type of Problem Behavior
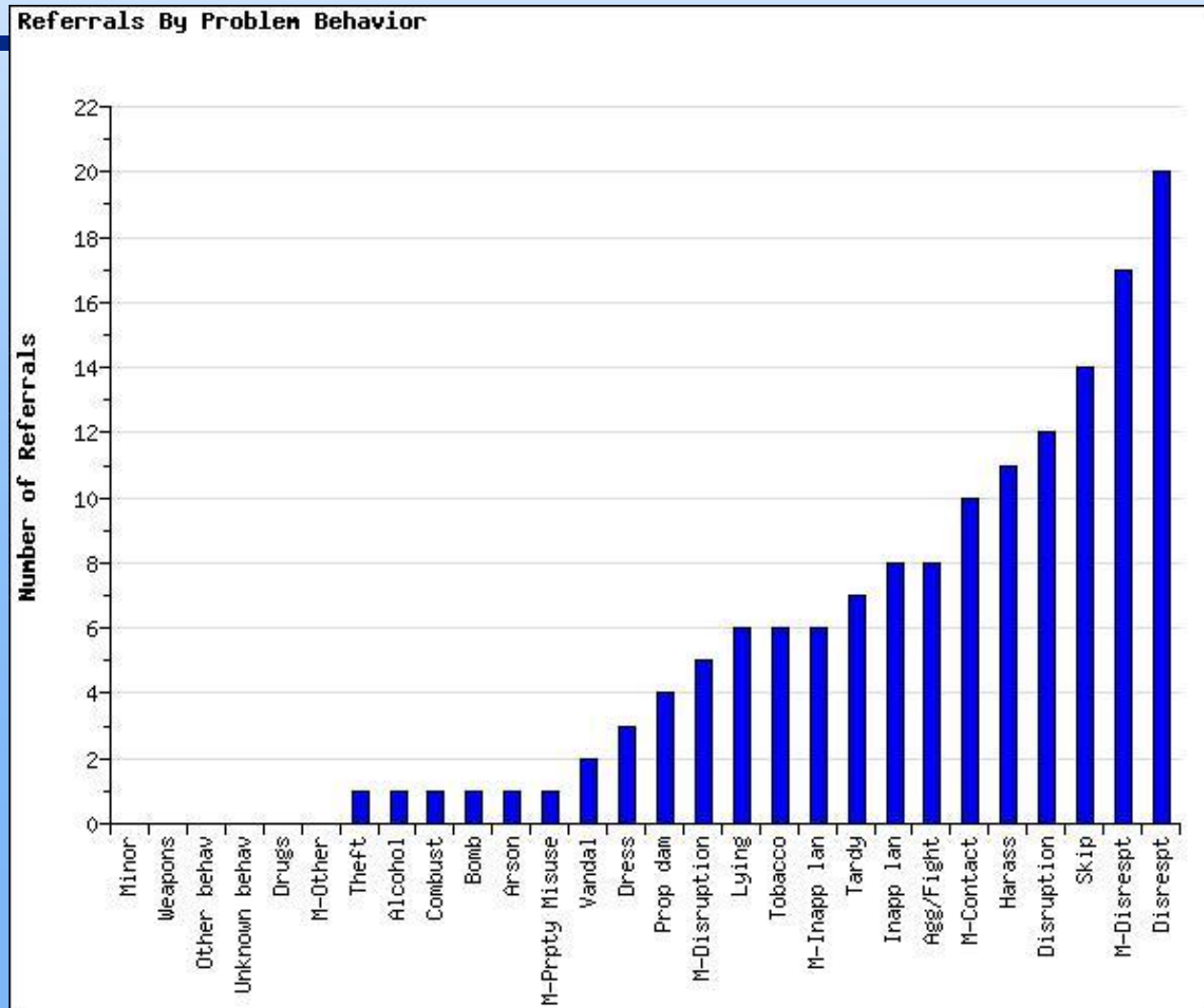
Efficiently identify major problem areas…

Adapted from Sugai (2002)

Referrals by Location

Adapted from Sugai (2002)

Referrals by Student

Year-End Triangle Analysis

2007-2008 SY; 3 years of implementation
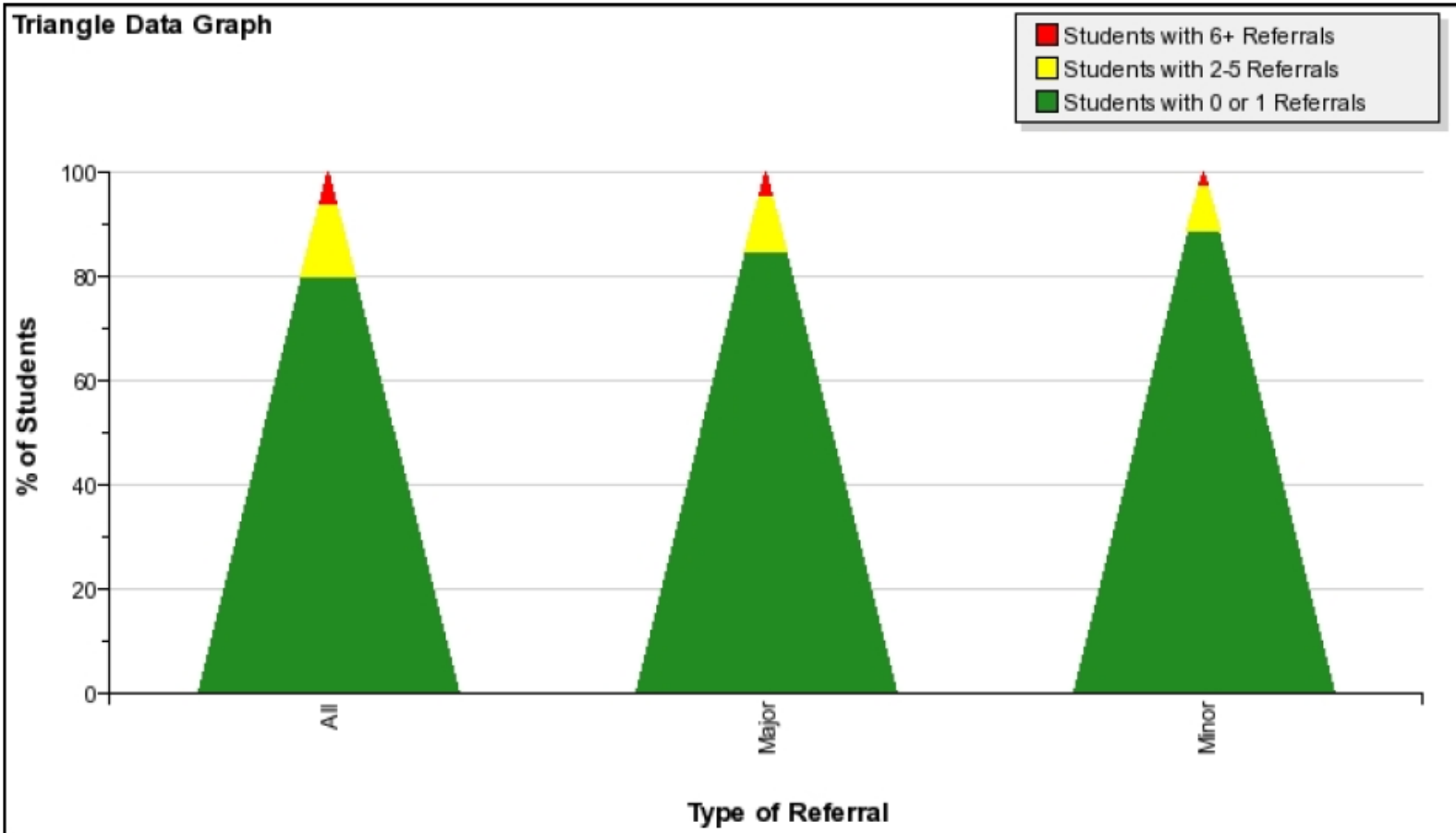
Integrating RtII and SWPBS

- Next set of slides provides summary of critical features of differentiated instruction, Tier 2 Standard Protocol Interventions, and Tier 3 supports

- Note that these features are common to BOTH RtII and SWPBS

Differentiated Instruction in Tier I

- Considerations for students on the "bubble"
- Supplemental materials targeted to specific skill deficits
- Differentiated instruction in general education
- Specialists may "push-in"
- Increased frequency of data collection (twice per month for individual students)

Benefits of Tier 1

- Promotion of evidence-based instruction on a whole-class, whole-school level
- Systematic identification of inadequate-responders (data + teacher judgment)
- Eventual focusing of resources on fewer students at Tiers 2 and 3 (10-15% and 5% of student population, respectively)

Tier 2

- Tier 2 supplements, not replaces the general curriculum
- Students in Tier 2 continue to participate in Tier 1
- Small intensive groups outside the general ed. classroom (e.g., during Tier Time, before/after school)
- Tier time staffed by classroom teachers and remedial educators
- Use of standard protocol interventions
- Increasing frequency of measurement to once per week
- Can be customized by a problem-solving team
- Cycle responders back to tier 1
- Identify non-responders for tier 3

Standard Protocol Intervention

- is scientifically-validated,
- has a high probability of producing change for large numbers of students when implemented with fidelity (90-95%),
- is usually delivered in small groups (3-6),
- can be delivered in 30-45 minutes, 4-5 times per week,
- is designed to be used in a standard manner,
- is often scripted and very structured in instructional scope and sequence,
- is often targeted at a specific skill or performance deficit,
- offers students a high number of opportunities to respond and receive immediate, corrective feedback and is briskly paced.

TRI-C READING INTERVENTION MODEL

Heterogeneous Grouping

All Students in grade level core – Instruction tied to Anchors
1.5 hours daily with push-in support

Benchmark

Homogeneous Skill Groups

1 hr. daily

- Flexible groups
- Trade-books
- Literature Circles

Strategic

Homogeneous Skill Groups

1 hr. daily

- Flexible groups
- Comprehension
  - SOAR TO SUCCESS
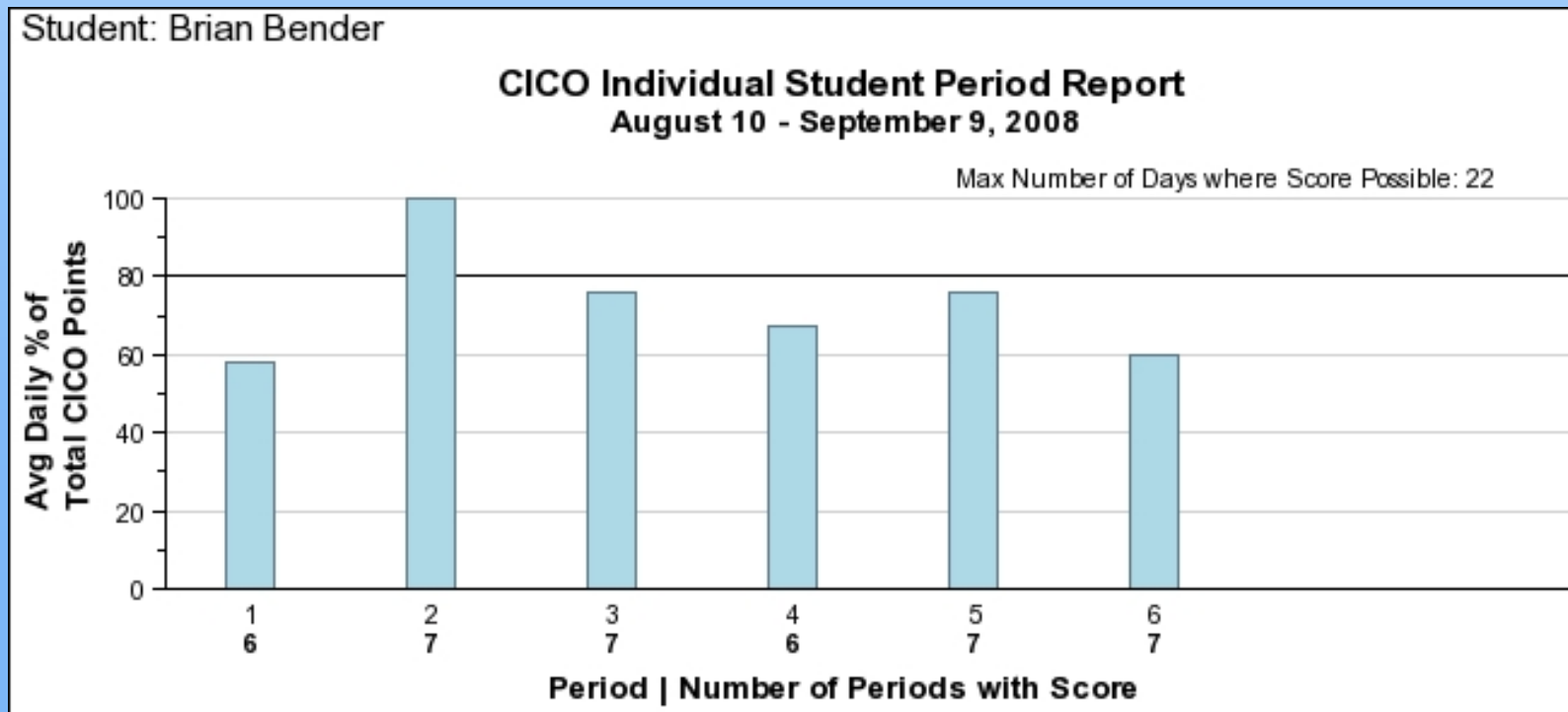- Decoding
  - Project READ, Corrective Reading

Intensive

Homogeneous Skill Group

1 hr. daily

- Flexible groups
- Phonemic Awareness
  - Scott Foresman (ERI)
- Decoding
  - Project READ, Corrective Reading
- Comprehension
  - SOAR or Corrective Reading Comp.

PaTTAN (2006)

Tier 2 SWPBS Example: Check-In Check-Out

❑Student checks-in and checks-out with a teacher every AM and PM

❑Behavior card for each subject / period with teacher and/or student self-report of behavior related to SW rules and expectations

Student: Brian Bender

CICO Individual Student Period Report
August 10 - September 9, 2008

Max Number of Days where Score Possible: 22

Avg Daily % of Total CICO Points

Period | Number of Periods with Score

Tier 3

- Intensive interventions for students needing long-term services
- Use of standard protocols
- Supplemental instructional materials in general ed. classroom
- Includes, but not limited to, special education
- Other examples: ESL, secondary basic skills classes
- SWPBS examples: FBA, wrap-around services for student and family, intensive cross-agency collaboration of services
- Students in Tier 3 continue to participate in Tiers 1 & 2.
- Increasing frequency of measurement to twice per week or daily
- Cycle responders back to tier 2

Frequency of Progress Monitoring

Tier 1	**3x/year (academic)** **Monthly (behavior)**
Tier 1 (Emerging)	**2x/month**
Tier 2	**1x/week**
Tier 3	**2x/week**

PaTTAN (2006)

Rob

3rd grade benchmarks: Fall = 77; Winter = 94

Data shows that Rob is responding to Tier 3
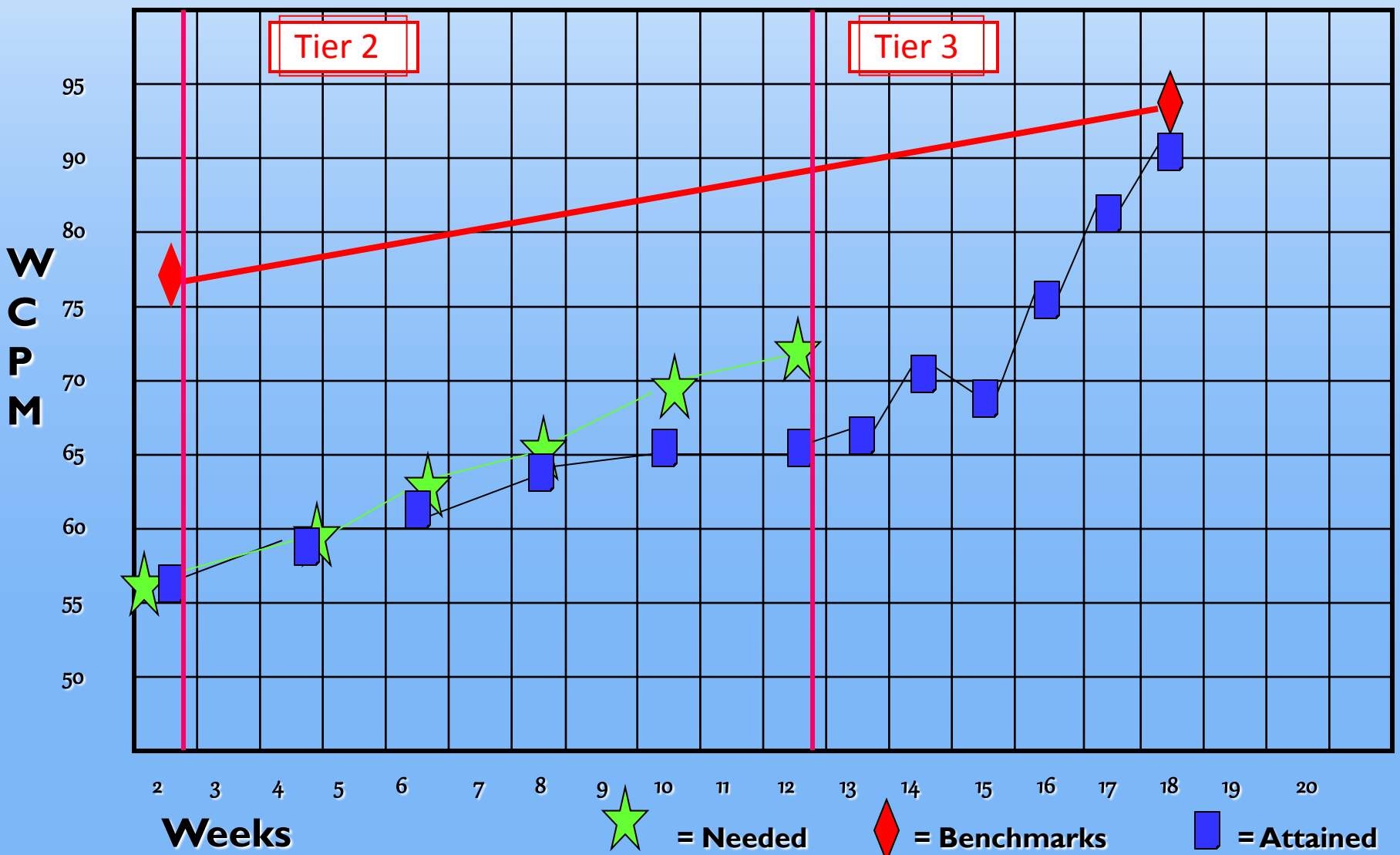
Results of the Three-Tier Process

- Identify which students have good or poor Response to Instruction and Intervention (RtII) and SWPBS framework
- Sort students who need further help
- Decide which students are helped in general education
- Decide which students need evaluation for special education

Active Administrative Leadership is Essential

- To Implement RtII / SWPBS:
  - Commit time and resources for initial training
  - Data collection system is available
- To Support RtII / SWPBS:
  - Participate in all team meetings
  - Publicly support team efforts and SWPBS framework
- To Sustain RtII / SWPBS :
  - Commit to 3-5 year implementation plan
  - Commit to on-going professional development

Teams Provide:

- Training Capacity:
  - Assess professional development needs
  - Develop a training action plan

- Coaching Capacity:
  - Commit resources for initial and ongoing training provided primarily by RtII- and SWPBS-trained local staff

- Evaluation Capacity:
  - Establish measurable outcome goals
  - Provide resources, materials, training to data coordination staff

- Coordination Capacity:
  - Establish organization to implement, monitor, and sustain RtII / SWPBS process for the initial 3-5 year process

*www.pbis.org/districtWide.htm

Recommended School Leadership Team Representatives:

- School Administrators
- General Education Teachers
- Special Education Teachers
- Cafeteria, playground, office, and/or paraprofessional staff
- Counselor/School Psychologist
- Nurse
- Parents/Community Members

Components for Successful District-Wide RtII / PBS Implementation

- ◘ Leadership team endorsed by Superintendent

- ◘ Organizational umbrella

- ◘ Foundation for sustained, broad-scale implementation

*www.pbis.org/districtWide.htm

Questions to Ponder

- Does current school climate positively support academic & social success for 70-80% of students?

- Is the school poised to meet the increasing challenge set forth by NCLB?

- Are most staff consistently proactive in their approach to supporting student social behavior

- Are effective & efficient supports in place for students whose academic skills and behaviors are unresponsive to school-wide efforts?

Is Your School Ready for RtII / SWPBS?

- See *Training Readiness Checklist*

- http://www.pattan.net/files/Behavior/swpbscheck.pdf

Documents/Evidence Complete?		Items to Be Completed Prior to Schoolwide Positive Behavior Support (PBS) Training
❏ Yes	❏ No	1. A School Improvement plan has been adopted that includes schoolwide discipline (i.e., behavior, school safety, school climate) as one of the top school goals. – *Please include a recent copy of your School Improvement Plan and School Mission Statement.*
❏ Yes	❏ No	2. A Positive Behavior Support (PBS) Team has been formed and has broad representation (including some School Improvement Team members, a behavior specialist or team member with behavioral expertise, administrator(s), guidance counselor, parents, and regular and special education teachers. – *Please include a list of team members and roles.*
❏ Yes	❏ No	3. A principal or assistant principal, who is responsible for making discipline decisions, is an active participant on the PBS Team and has agreed to attend all levels of Pennsylvania PBS Training across the continuum of behavior support. – *Please include a list of participating principal(s).*
❏ Yes	❏ No	4. The principal has committed to Schoolwide PBS and is aware that PBS is a 3- to 5-year process that requires ongoing training across the continuum of behavior support and/or revisions of the school's PBS Plan. – *Please provide the principal(s) signature(s):* _____
❏ Yes	❏ No	5. The PBS Team has committed to meet at least twice a month to analyze and problem solve schoolwide data. – *Please include a description of when you plan to meet throughout the school year (days, locations, and times).*
❏ Yes	❏ No	6. The PBS Team has collected baseline academic and behavioral data (i.e., PSSA scores, Office Discipline Referrals, Detentions, In/Out of School Suspensions, student absenteeism, and EBS Survey). – *Please include the most recent copy of the baseline data.*
❏ Yes	❏ No	7. Your entire faculty, including your PBS Team, has participated in an overview presentation on Schoolwide PBS. – *Please include the date of the presentation and the name(s) of the presenter(s):* _____
❏ Yes	❏ No	8. The school has allocated/secured funding from their district to support their schoolwide initiatives. – *Please identify the funding source:* _____
❏ Yes	❏ No	9. An individual at the district level has been identified as the lead district contact or PBS district coordinator. – *Please include the name and contact information for the lead district contact:* _____
❏ Yes	❏ No	10. A PBS internal coach has been identified by the district coordinator to receive additional training and actively participate in the schoolwide initiatives. This individual is a school district employee. – *Please include the name, title, and contact information for the PBS coach who will be supporting your PBS Team:* _____

Adapted from SWPBS Readiness Checklist 1.14.05 doc - Florida's PBS Project at USF and Illinois PBIS Network: Schoolwide PBIS: Training and Readiness Checklist for Individual Schools.

Some Commonalities

High Performing Schools

- Clear and shared focus

- High standards and expectations for all

- Effective school leadership

SWPBS Schools

- Beliefs based on behavioral research

- Operationally define student outcomes

- Admin is on behavior team; team members are leaders in building

Adapted from Algozzine & Algozinne (2009)

Some Commonalities (continued)

High Performing Schools

- Strong collaboration and communication

- Curriculum, instruction, and assessments are aligned

- Frequent monitoring of academics

SWPBS Schools

- Team members create policies and procedures; communicate regularly to staff

- Student outcomes linked to school improvement objectives

- Monthly monitoring allows for revision of SWPBS plan

Adapted from Algozzine & Algozinne (2009)

Some Commonalities (continued)

High Performing Schools

- Focused professional development

- Supportive learning environment

- Strong parental and community involvement

SWPBS Schools

- Ongoing professional development around SWPBS implementation

- Expectations taught to all and reinforced by all

- Multiple opportunities for parent and community involvement at all 3 tiers

Adapted from Algozzine & Algozinne (2009)

PA SWPBS Initiative

- 33 schools in initial cohort
  - Up to 40 more school teams trained 2009-2010

- Third year of implementation

- Evaluation currently ongoing

- Following data from <u>one year</u> of implementation
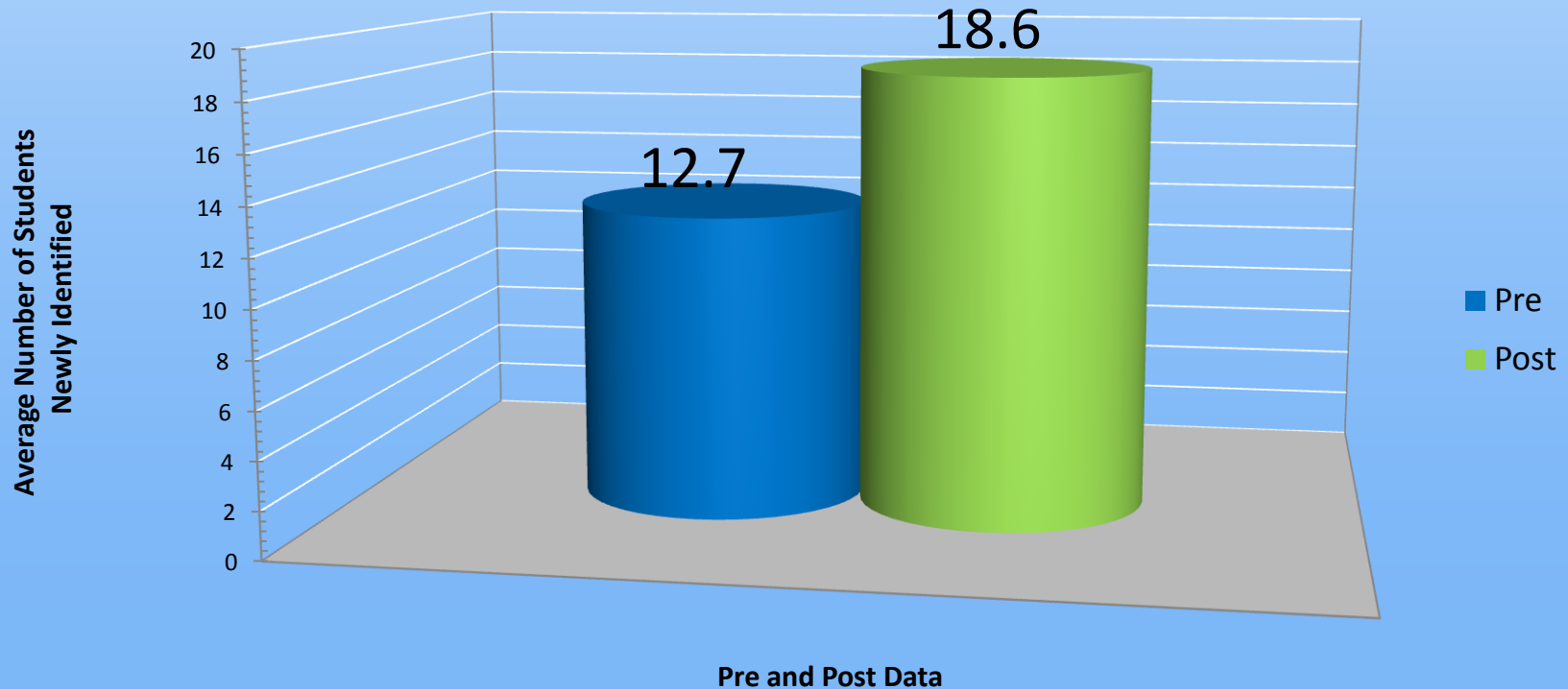
50

ODRs / 100 Students / Day
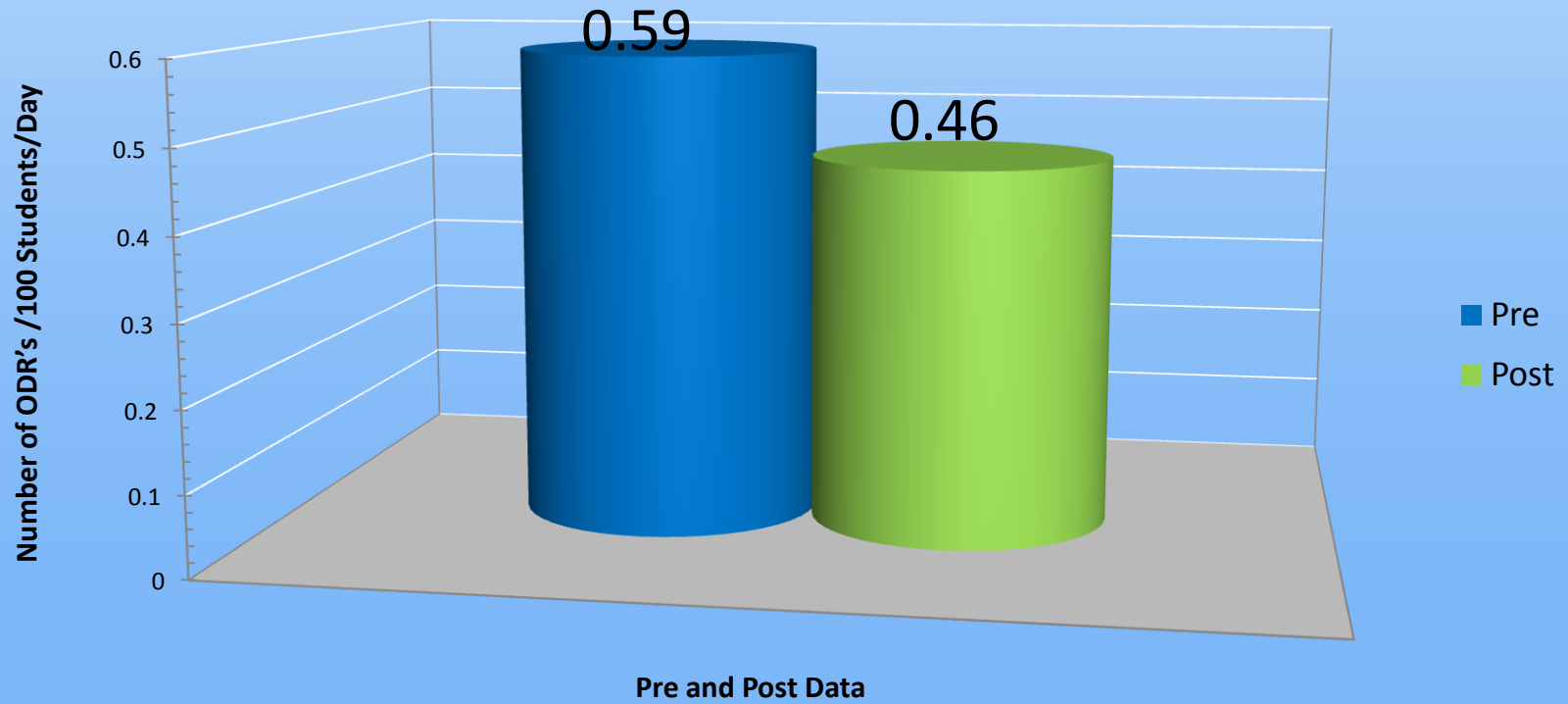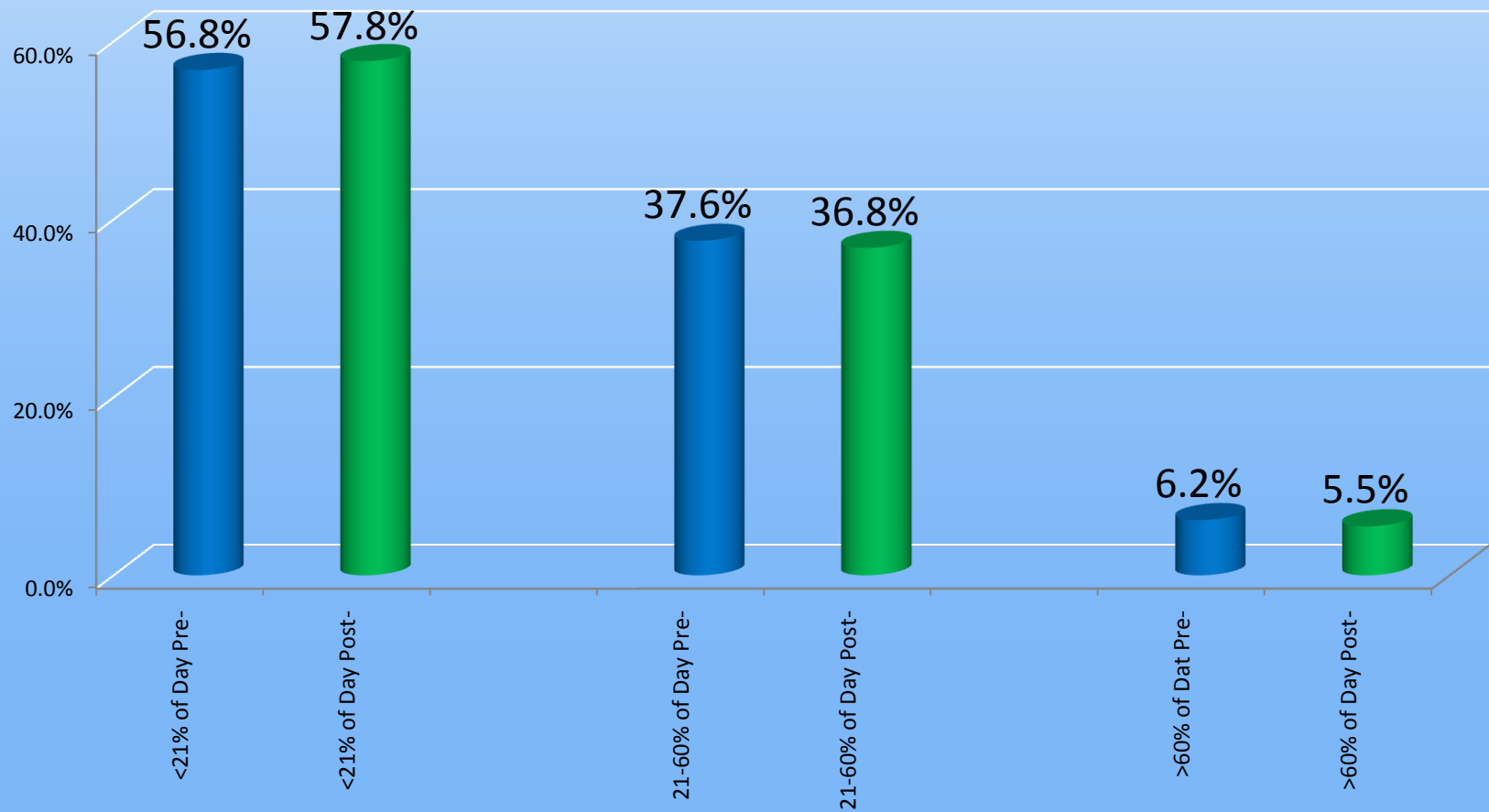
Average Number of OSS Days Served
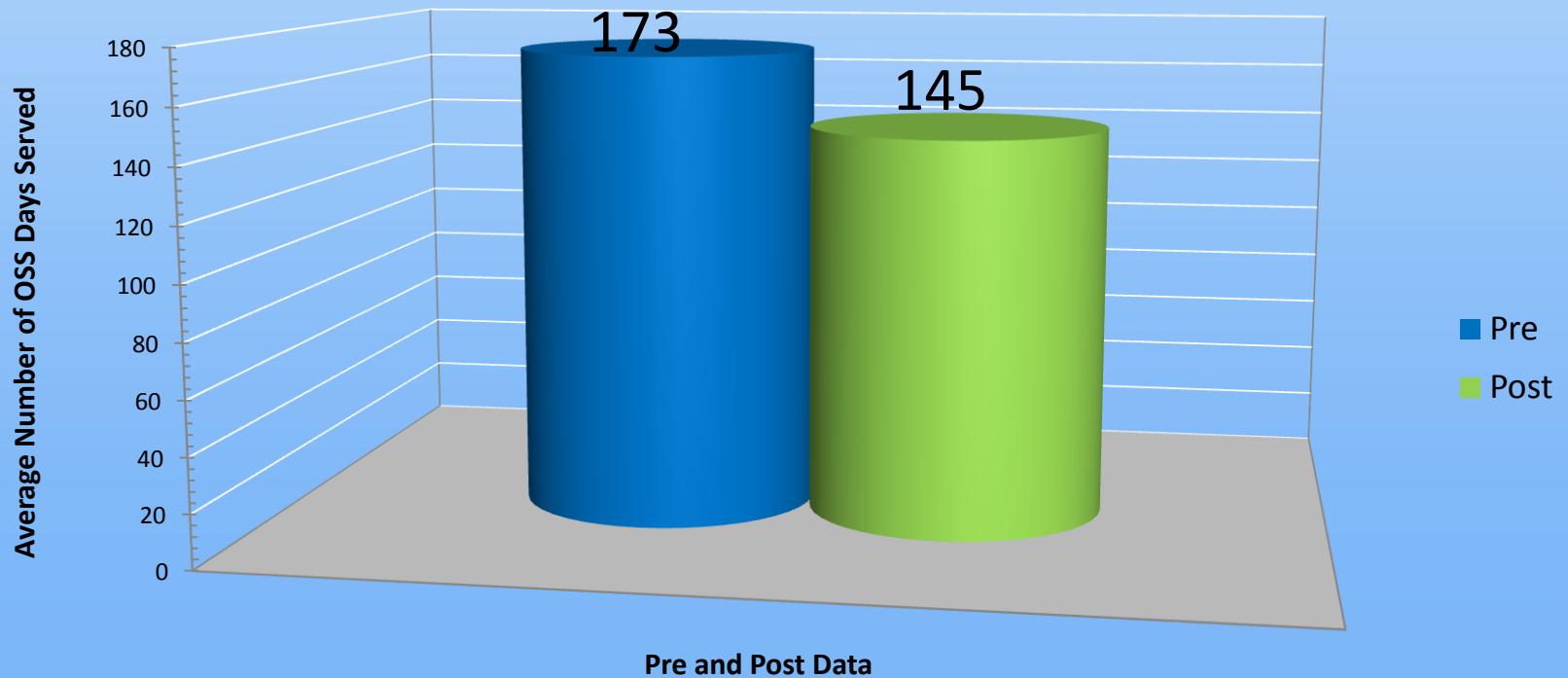
Average Number of Referrals to Special Education
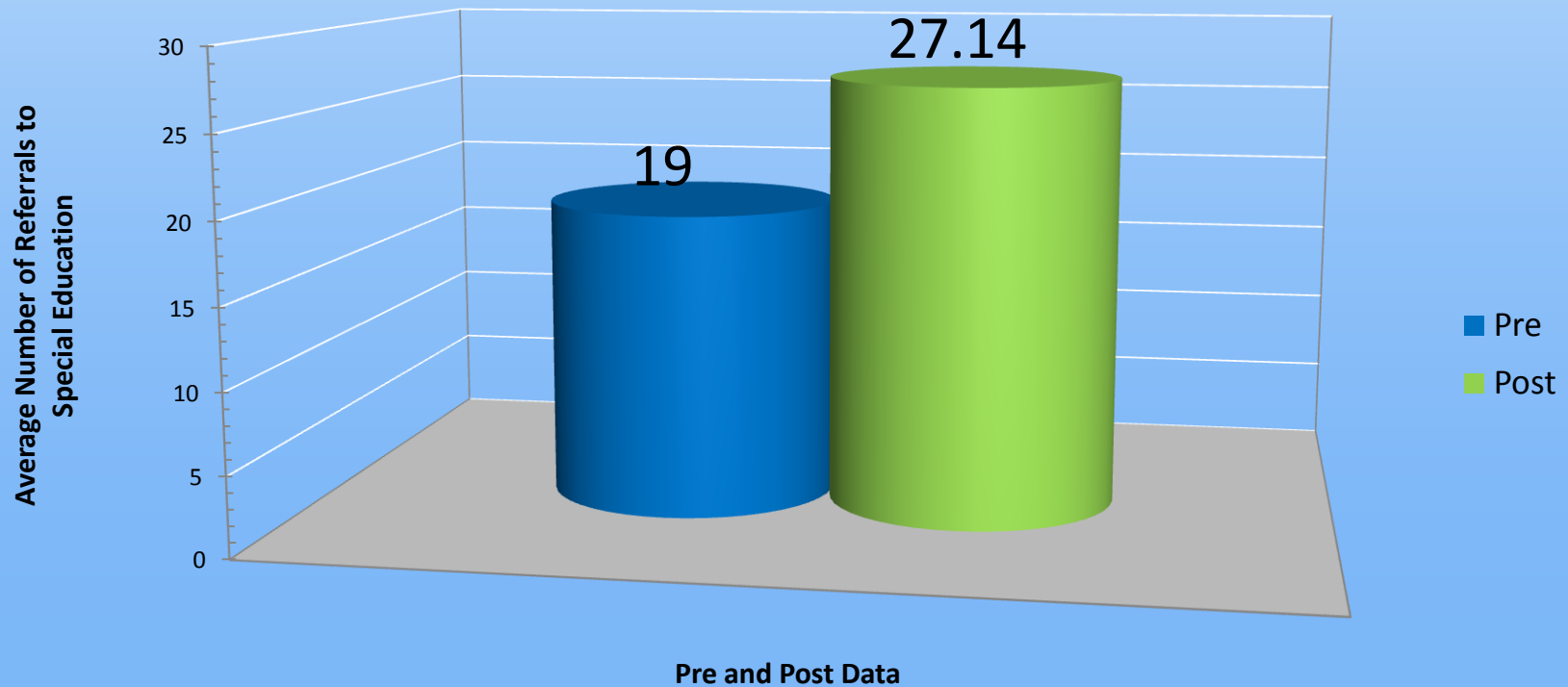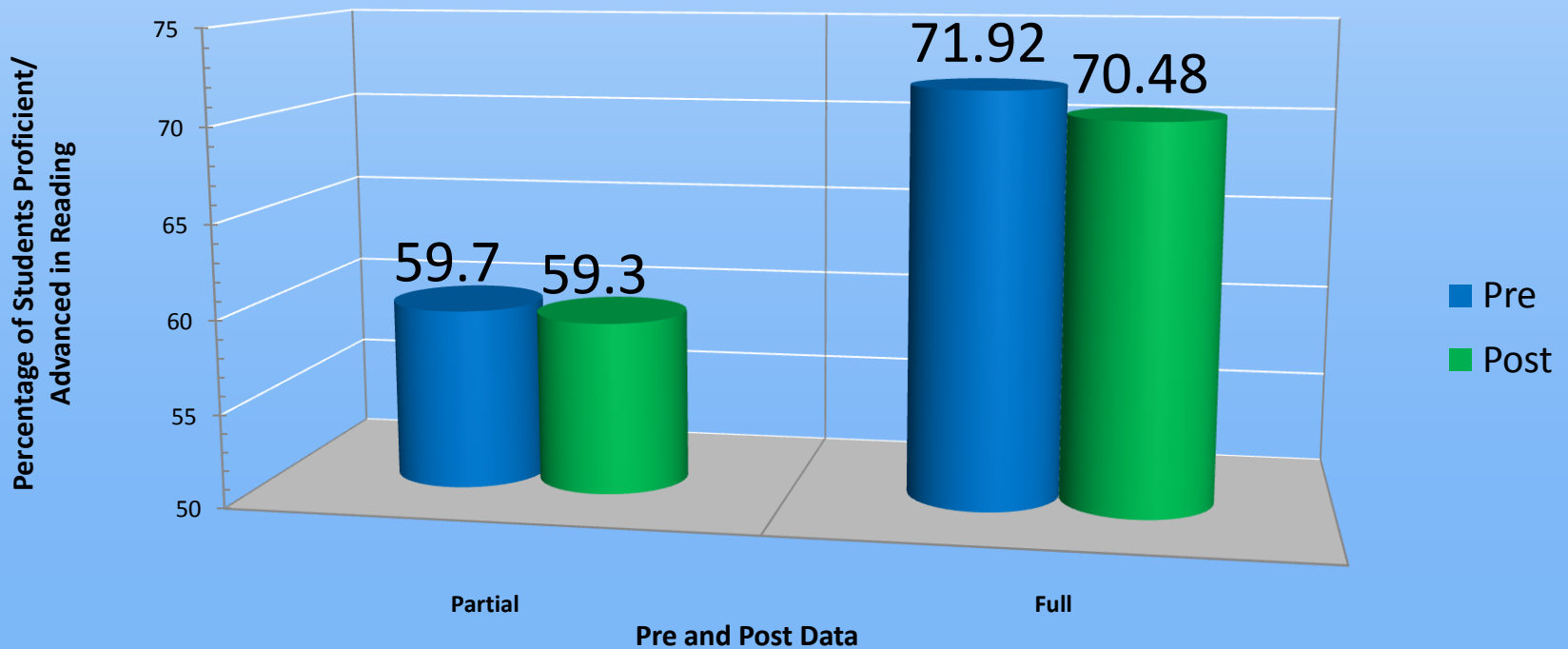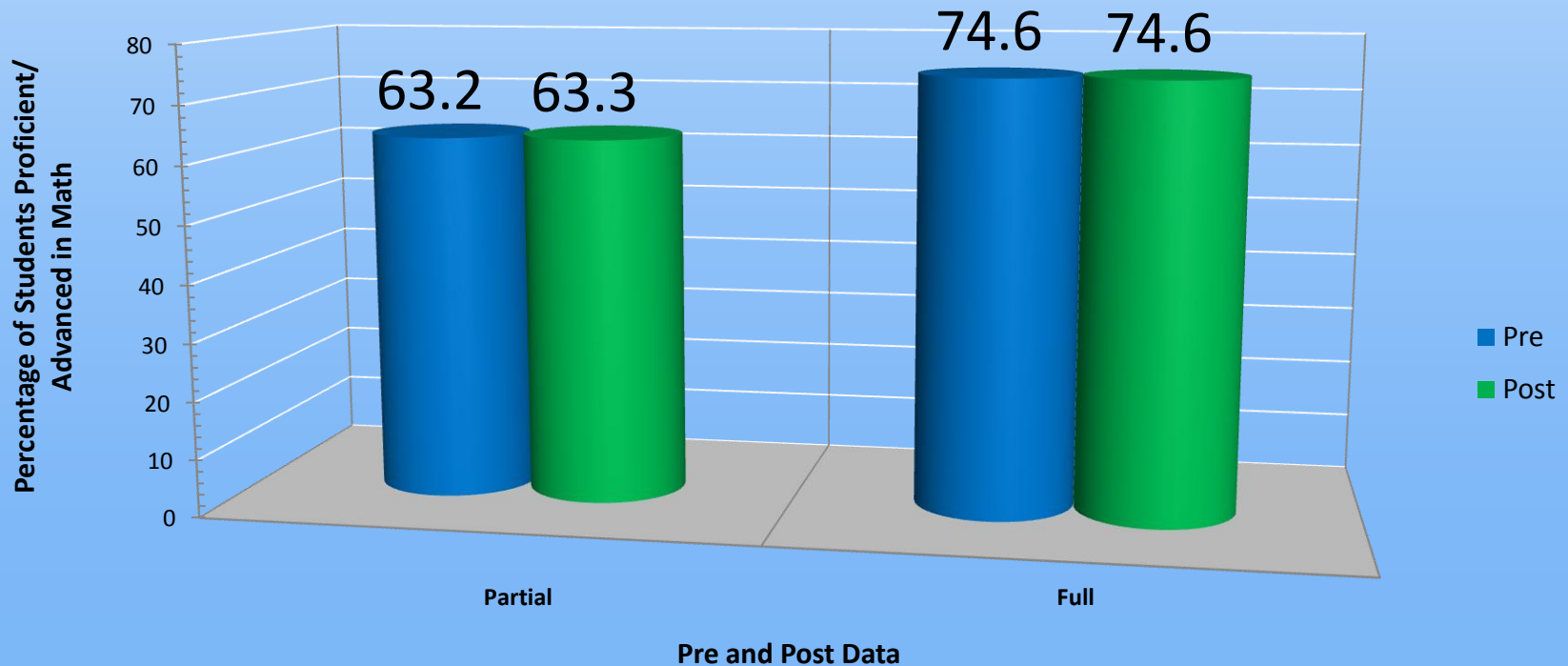
Average Number of Students Newly Identified

LRE – Pre and Post Implementation

PSSA – Reading (% Proficient / Advanced)

PSSA – Math (% Proficient / Advanced)

How to Get Started?

- Complete School Self Assessment (PaTTAN website)

- Contact local IU and work with its SWPBS TaC

- Check out PA's PBS Website: www.papbs.org

RTII / SWPBS Resources

- PA Positive Behavior Support Network

    www.papbs.org

- RTI Action Network www.rtinetwork.org

- OSEP Center for Positive Behavioral Interventions and Supports

    www.pbis.org

- Maryland Positive Behavior Support
    www.pbismaryland.org

- Illinois Positive Behavior Support

    www.pbisillinois.org