

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

Hershey Lodge and Convention Center
June 15, 2010

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
- ▣ Identify initial steps to build infrastructure for RtII and / or SWPBS

2

To Clarify...

- ▣ RtII = Response to Instruction and Intervention = RtI
- ▣ SWEBS = PBIS = SWPBS

3

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.

4

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

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.

6

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.

7

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>

8

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

9

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

10

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

11

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

12

SWPBS Components

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

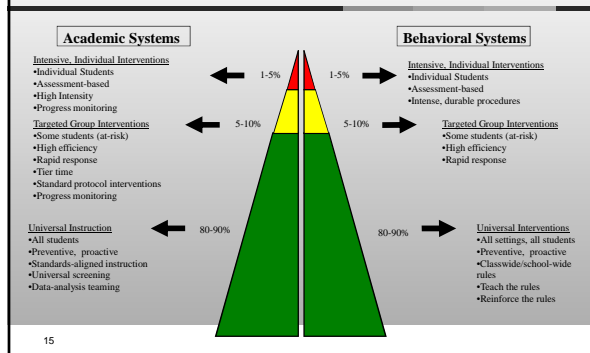
13

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)

14

Designing School-Wide Systems for Student Success...



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

16

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

17

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

18

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 I: 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

20

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)

21

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

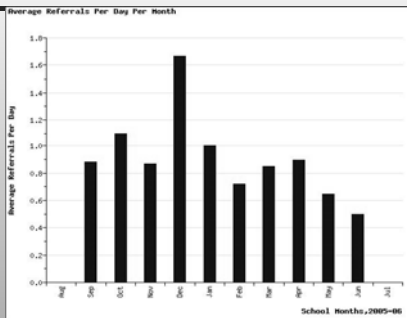
22

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

23

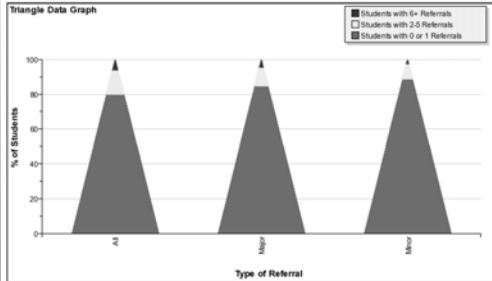
Referrals by Month - Adjusted



24

Quick, easy graphing for visual analysis

Year-End Triangle Analysis



28

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

29

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)

30

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)

31

Tier 2

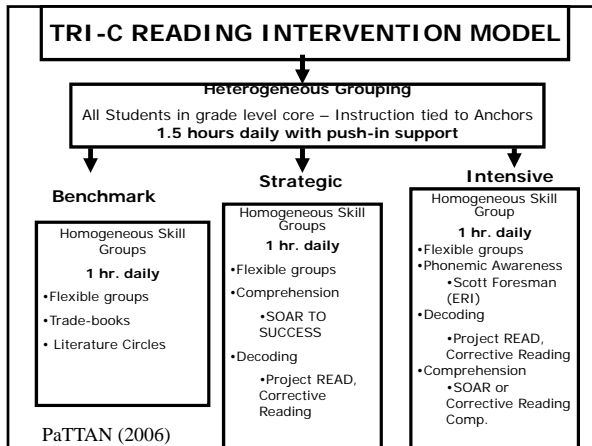
- Tier 2 supplements, not replaces the general curriculum
- Students in Tier 2 continue to participate in Tier 1
- Small intensive groups outside the general ed. classroom (e.g., during Tier Time, before/after school)
- Tier time staffed by classroom teachers and remedial educators
- Use of standard 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

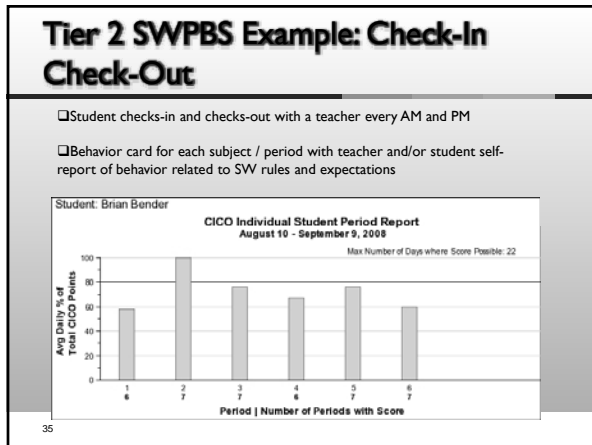
32

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.

33





- ### 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
- 36

Frequency of Progress Monitoring

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

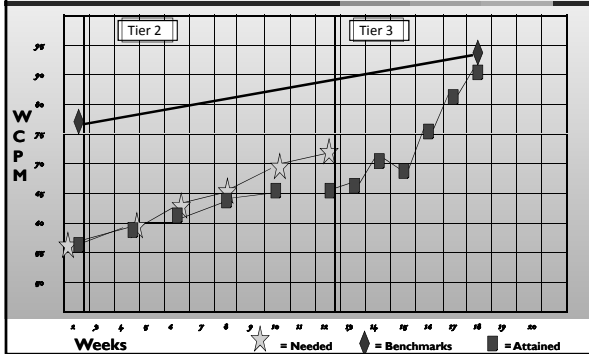
37

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

39

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

40

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/direct/Write.htm

41

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

42

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

43

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?

44

Is Your School Ready for RtII / SWPBS?

- ▣ See *Training Readiness Checklist*
- ▣ <http://www.pattan.net/files/Behavior/swpbscheck.pdf>

45

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

49

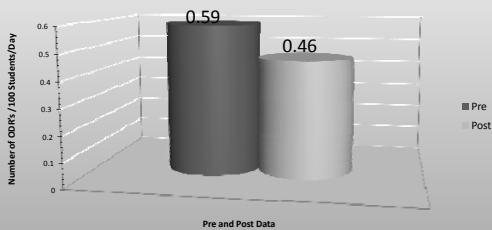
Adapted from Algozzine & Algozzine (2009)

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 one year of implementation

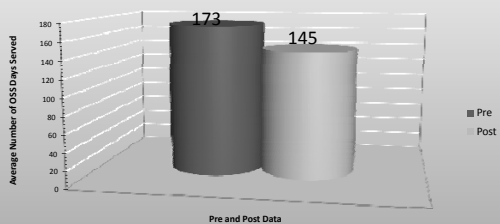
50

ODRs / 100 Students / Day



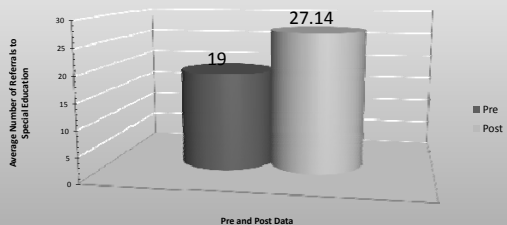
51

Average Number of OSS Days Served



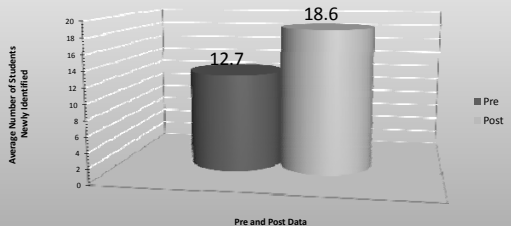
52

Average Number of Referrals to Special Education



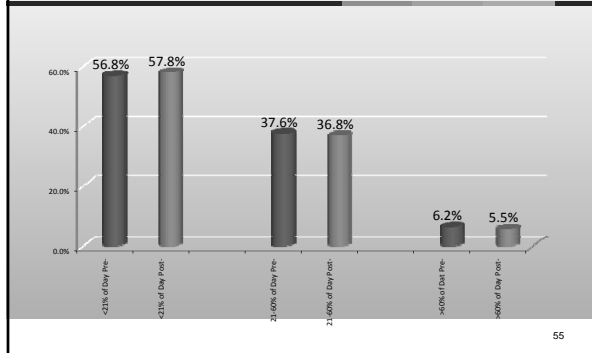
53

Average Number of Students Newly Identified

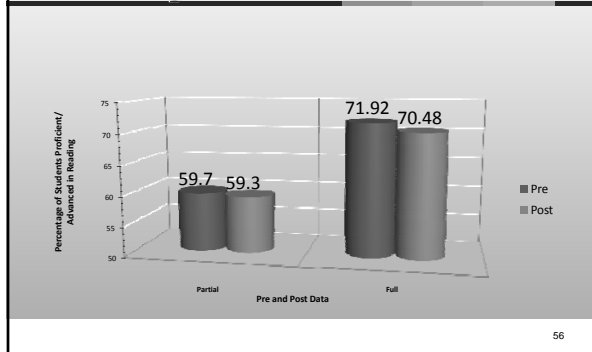


54

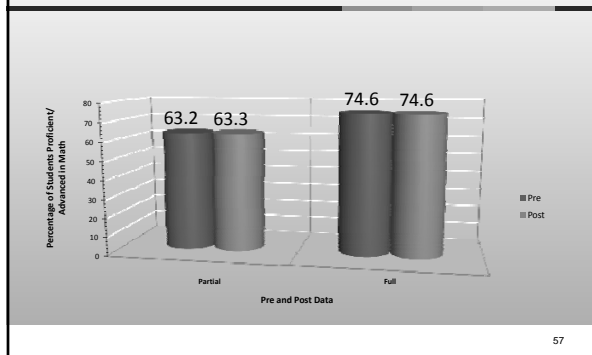
LRE – Pre and Post Implementation



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

58

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

59
