

**Getting to Red and Yellow: Systems to Support Students with Behavioral Challenges**

**Cynthia M. Anderson, PhD**  
**University of Oregon**

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Contributors (in no particular order) thanks to:

**Bethel School District**

**&**

**School District 4j**

- George Sugai/ UConn
- Sheldon Lowman
- Don Kincaid/ USF PBIS

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**Where it starts**

**BIZARRO**

In my 23 years of teaching, your son is my favorite student to have absent.

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BIZARRO.COM 2-21-09

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## Where it often Ends



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## Common Practices to Academic and Social Behavior Concerns

- Piecemeal approach
- Reactionary strategies and “wait to fail”
- Reliance on one individual to “fix” kids
- Train and hope
- “Best guess” interventions

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## How do we improve support for students?

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### We Know What Works...

- Prevention and early intervention
- Interventions derived from behavior analysis
  - Explicit instruction
    - Opportunities to practice
    - Reinforcement of desired behavior
    - Immediate feedback
    - Plan for generalization and maintenance
- Progress monitoring & data-based decisions

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**BUT.....**

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### Implementation is a Challenge

- Limited resources
  - Expertise
  - Time
  - Money
- Multiple competing initiatives and “interests”
- Lot’s of research on what works, little on *how* to do it

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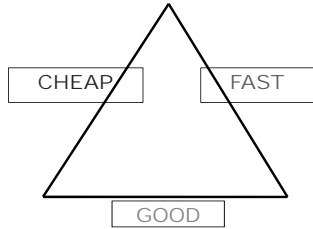
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### Three Degrees of Freedom



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### Putting it all together

$$\mathbf{1 + 1 = 2}$$

**EFFECTIVE INTERVENTIONS    EFFECTIVE IMPLEMENTATION    GOOD OUTCOMES!**

No other combination of factors reliably produces positive outcomes

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So...  
How do we get  
effective  
Implementation?

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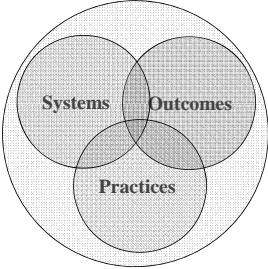
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**Place Emphasis on:**

1. Plan first
  - Define desired outcomes
  - Identify EBP
  - Determine systems needs
2. Implement systems
  - Coaching
  - Training
  - Materials prep
  - Define measurement
3. Implement intervention
4. Progress monitor
5. Modify and continue
  - Systems
  - Implementation w/fidelity
  - Progress monitoring



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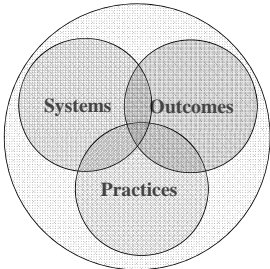
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**Interventions Alone are Not Enough**



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**Practices at Tiers II and III**

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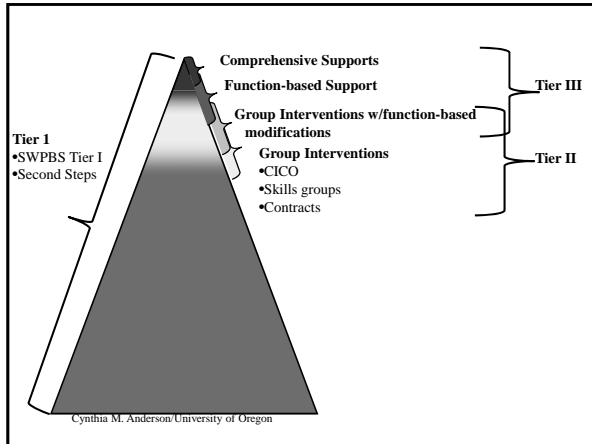
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### Key Considerations

- Keep Tier I in place and strong
- For Tier II...build off what you already have in place
- Build solid Tier II interventions
- Tier III
  - Build district capacity first
  - Avoid "must use" FBA templates
  - Keep it simple
  - Emphasize function-based support planning
  - Have a data system

**Tier II  
Assessment  
& Action  
Plan**

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### Interventions Alone are Not Enough

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### Systems Considerations

- District support is critical
  - Active support
    - Building capacity is priority
    - Resources allocated to support development, implementation, and sustainability
- Teams guide implementation
- System for data-based decision-making

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### PBIS Functions: Team Roles

- Oversee Tier I interventions
  - Training
  - Implementation
  - Progress monitoring
- Classroom systems & consultation
- Develop/build Tier II interventions
- Monitor overall effectiveness of existing interventions
- FBA and support planning
- Select students not responding to Tier I & match students to available interventions
- Progress monitor students receiving Tiers II and III

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### Variations on Teams

- One team for all roles
- Two-three school-level teams
- School-level team and grade-level teams

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**Team Functions: Model A**

- Oversee Tier I interventions
- Classroom systems & consultation
- Develop/build Tier II interventions

**PBIS/Tier I Team**

- Monitor overall effectiveness of existing interventions
- FBA and support planning
- Select students not responding to Tier I & match students to available interventions
- Progress monitor students receiving Tiers II and III

**IPBS/Tiers II & III Teams**

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**Team Functions: Model B**

- Oversee Tier I interventions
- Classroom systems & consultation
- Develop/build Tier II interventions

**PBIS/Tier I Team**

- Monitor overall effectiveness of existing interventions
- FBA and support planning

**IPBS/Tiers II & III Teams**

- Select students not responding to Tier I & match students to available interventions
- Progress monitor students receiving Tiers II and III

**Grade-level Teams**

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Success rests on...

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**PROGRESS MONITORING**

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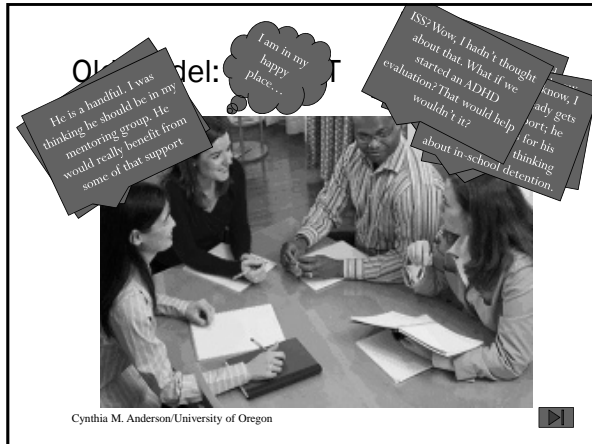
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**IPBS: New Model for Student-Focused Teams**

<b>Away From</b>	<b>Toward</b>
• Test/label place	• Evaluate/problem-solve/intervene
• Intervention occurs in Sp Ed	• Intervention for all
• Intervention focused on behavior	• Academics and behavior considered
• Meetings focus on initial problem	• Different meetings for different functions <ul style="list-style-type: none"> <li>• As needed: FBA/BSP</li> <li>• Regularly: progress monitoring</li> </ul>

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**Foundations for Successful Meetings**

- Clearly defined roles
  - Team leader
  - Minute taker
  - Data bee
  - Time keeper
- Team function is understood and agreed upon
  - Progress monitor existing interventions
- Team members have basic understanding of behavior

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Why do we behave?

**Modeling? Accident? Instinct?**

Why Do we keep behaving?

**IT WORKS!**

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### Foundations for Successful Meetings

- Clearly defined roles
  - Team leader
  - Minute taker
  - Data bee
  - Time keeper
- Team function is understood and agreed upon
  - Progress monitor existing interventions
- Team members have basic understanding of behavior
- Data guide decisions

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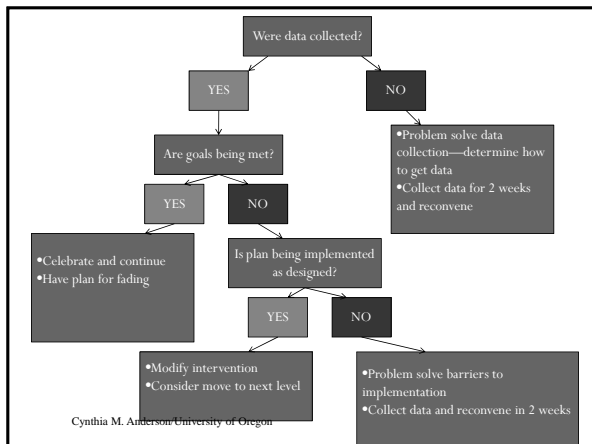
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### Data Collection at Tiers II and III

- Frequent progress monitoring ?
- Easy to use—requires only a brief amount of teacher time
- Provides objective data that can be graphed
- Tied to intervention objectives and goals

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	Home	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>
Hands to self	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Raised hand	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
In seat	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

2=Great job today  
 1=Some problems  
 0=not such a great day

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		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>
Touch others' property	2 0-1 time	2	2	2	2	2	2	2
	1 2-4 times	1	1	1	1	1	1	1
	0 + 5 times	0	0	0	0	0	0	0
Spoke out of turn	2 0-2 times	2	2	2	2	2	2	2
	1 3-6 times	1	1	1	1	1	1	1
	0 + 7 times	0	0	0	0	0	0	0
Out of seat	2 0-2 times	2	2	2	2	2	2	2
	1 3-4 times	1	1	1	1	1	1	1
	0 + 4 times	0	0	0	0	0	0	0
Worked on assigned tasks	2 +80%	2	2	2	2	2	2	2
	1 50-80%	1	1	1	1	1	1	1
	0 >50%	0	0	0	0	0	0	0

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### Putting it All in Place....

- Begin with a known Tier II intervention
- Have a 2-5 year plan for
  - Scaling
  - Accessing available resources and TA
  - Using data to guide modifications
- Coaching needs
  - Initial training and action planning (can be external)
  - On-going consultation
    - Attend planning meetings
    - Attend Tier II/III decision-making meetings
    - Guide use of data for decision-making

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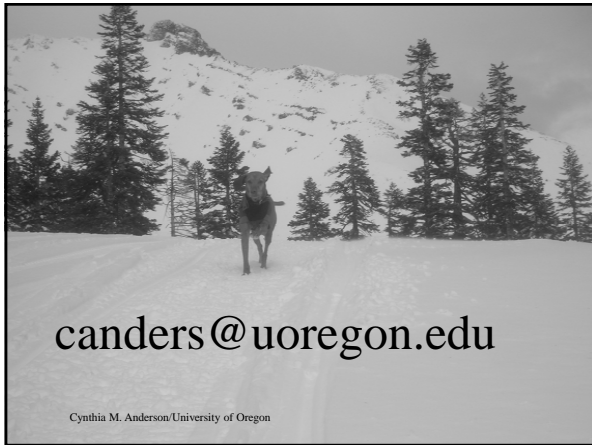
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**IPBS: A Tale of Two Districts**

**Lisa Bateman; Bethel**  
**Bruce Stiller, 4J**

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### Contextual Fit, knowing your district

- 4J School District
  - 9 IPBS Schools (4 elementary; 4 middle; 1 high)
  - Building level leaders sell IPBS to District leadership
  - Creating success for others to copy
- Bethel School District
  - -9 IPBS Schools (5 elementary; 2 middle; 2 K-8)
  - District leadership sells IPBS to build leadership
  - District level mission

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### Coaching-Roles and Responsibilities

- Relationship Building
- Systems/ Process Trainings
  - Administrator, team leader and team member orientations.
  - Attend school level team meetings and on-going support at the building level.
  - Modeling (how to conduct meetings and FBAs)
  - The stronger the PBS system; the more likely IPBS will be effective (faculty culture)

Trainings  
 CICO, AI, FBA I, II and III, data systems.  
 EMERGENCY / CRISIS RESPONSE!

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### Building Level – What it Looks Like

- Building capacity without relying on 1 hero
- Team member roles during meetings – facilitator; time keeper; data bee; coordinators of interventions
- Agenda is prepared in advance and promotes efficient group processes
- Administrative buy-in/attendance
  - Creating resources
  - Attending meetings
  - Follow through with system deficiencies
  - Hiring practices

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### Data

- All targeted and tertiary interventions are supported with progress monitor data
  - CICO
  - Academic Support Classes/interventions
  - Social Skills or Counseling Groups
  - FBA/BSP (tertiary) plans
  - Progress monitor data reviewed every two weeks

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### Capacity Building

- How many teams can a good coach coach?
  - Skill set
  - Other job duties
  - Consultation skills/reputation

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### Creating Buy-In/Sustainability

- Data/testimonials
- School board/district leadership orientation (who controls the money?)
- Faculty orientation/support
  - Making it doable for staff – making it easier, not harder for teachers
  - How to involve general ed staff
  - Making it fun! (Rock Star Energy drink; Wonder Woman)

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### Why IPBS

- One kid at a time? I CAN'T DO IT!! There is one of me.
- Need continual sustained effort
- Need to shape alternative acceptable behavior for staff members (green/yellow/red staff)
- Systems sustainability/refinement needed to support best practices; make best practices part of the staff culture

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### A Functional Framework

- What functions of problem behavior does each intervention address?
- Sustained training/implementation creates the habit of staff members looking at behavior from a functional point of view
- Instead of "blame the child/family" the focus is on "what are we doing to set the child up for success/failure?" The system of IPBS helps to create a functional framework
- Defining interventions in a functional framework

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### Maintaining Consequences

- By far, the most common functions of problem behavior in schools are to:
  - Obtain Adult Attention
  - Obtain Peer Attention
  - Avoid/Escape/Delay an Aversive Academic Task

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### Targeted Interventions: Examples

- CICO
- Academic Seminar
- Counseling Skill Groups
  - Friendship Groups
  - Anger Management Groups
  - Mean Girls Groups
  - Shy Girls Groups
  - Lunch Bunch
  - Bully Prevention Forum
- Refocus Room

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QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

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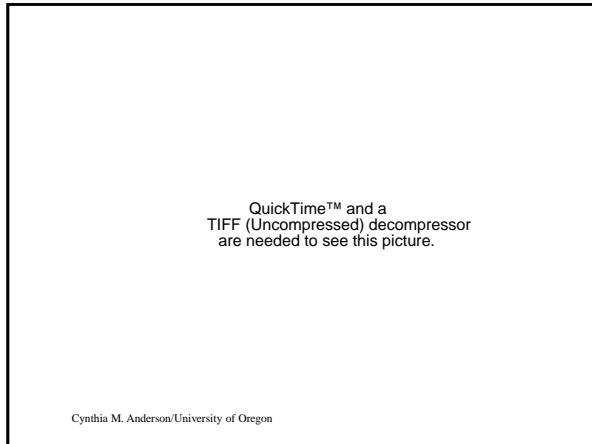
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Student: \_\_\_\_\_

**Behavior Rating Form**

Behavior	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
0-2 times	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
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Student: \_\_\_\_\_

**Behavior Rating Form**

Behavior	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4		
0+ times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
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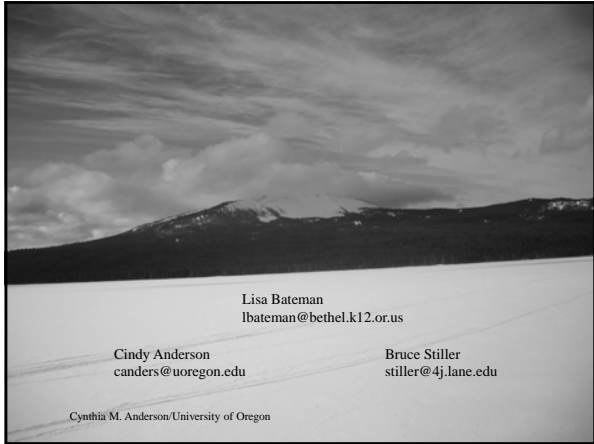
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