PBIS IN ALTERNATIVE EDUCATION:
ADAPTATIONS FOR STUDENTS WITH EBD

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www.devereux.org
Goals

- Address the importance of implementing PBIS in alternative education
- Share information on three demonstrations of PBIS in schools serving students with EBD
- Discuss lessons learned and future directions
What we know...

PBIS in 23,000 schools nationally...

- Reductions in office discipline referrals rates (ODRs)
- Increased instructional time
- Improved academic performance

Fixsen, 2016; Horner et al., 2017
<table>
<thead>
<tr>
<th>Reference</th>
<th>Method</th>
<th>School Programs</th>
<th>Major Outcomes</th>
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<tbody>
<tr>
<td>Nelson et al., 1996</td>
<td>Quasi-experimental</td>
<td>2 elementary schools: students with EBD</td>
<td>Improved academic performance, social adjustment</td>
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<td>Metzler et al., 2001</td>
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<td>McCurdy et al., 2003</td>
<td>Case study</td>
<td>1 Urban elementary</td>
<td>Reduced ODRs; OSSs</td>
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<td>Bohannon et al., 2006</td>
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<td>1 Urban high school</td>
<td>Reduced ODRs</td>
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<td>Lassen et al., 2006</td>
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<td>Ross &amp; Horner, 2009</td>
<td>Multiple baseline design</td>
<td>6 students, 3 elementary schools</td>
<td>Decreased incidents of bullying</td>
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<td>Bradshaw et al., 2009</td>
<td>Randomized controlled trial</td>
<td>37 elementary schools in Maryland</td>
<td>Reduced ODRs; reduced suspensions; improved organizational health</td>
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<td>Horner et al., 2009</td>
<td>Randomized controlled trial</td>
<td>60 schools in Illinois (30) and Hawaii (30)</td>
<td>Reduced ODRs; improved perception of safety; improved reading performance</td>
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<td>Flannery et al., 2014</td>
<td>Quasi-experimental</td>
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<td>Childs et al., 2016</td>
<td>Longitudinal/repeated measures</td>
<td>1,122 elementary, middle, high schools in FL</td>
<td>Decreasing trend for ODRs, ISSs, OSSs</td>
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</table>
Students with EBD
Well Documented Poor Outcomes for Students with EBD

- Lower grades than other students with disabilities
- School Dropout
  - Only 42% graduate with diploma
  - 20% Arrested once before leaving school
  - > 50% Arrested within a few years after school
- Post-School: Unemployment
- Post-School: Substance Abuse
- Post-School: Poor Social Support

Van Acker, 2004; Wagner et al., 2005
Some reasons for the problem...

- Need for early identification and prevention
- Federal definition of “emotionally disturbed”
  - Under-identification
  - Inconsistent identification
  - “Pathology” model vs strength-based educational model
- Need for implementation and sustained use of evidence-based practices in schools

Gage et al., 2010; Lewis et al., 2010
“Training for teaching professionals can make the difference between success and failure for students with EBD”

Gage et al., 2010, p. 304
Lack of highly qualified, well-trained teachers serves as impediment to improving outcomes for EBD population

- Fewer years of teaching experience than other special educators
- More frequently assigned to segregated programs (e.g., special schools)
- Less credentialed than other special educators
  - Less likely: Master’s degree; fully certified
  - More likely: Using “emergency” certificate; credentialed through alternative certification
- Highest attrition rates among all educators
- More skilled in behavior management than in academic instructional practices

Henderson et al. (2005)
Teachers of Students with EBD

Inconsistency in training limits adoption of effective practice

- Varied methods of certification
  - Undergraduate level
  - Graduate-level only
- Failure to adopt evidence-based practices at the classroom level
  - No “dedicated” course on behavior management
- Emphasis on “reactive” rather than “preventive” approaches
- Reliance on inservice training to improve skills
  - Generalization to classroom environment is unlikely
  - Little attention focused on fidelity of implementation

Myers et al. (2010; 2012)
PBIS in Alternative Education Programs
Youth with Problem Behavior

- **Alternative Education Schools and Programs**
  - 646,500 students attend AE schools and programs
  - 33-75% identified with EBD

- **Juvenile Detention and Correctional Facilities**
  - 79,156 juveniles in residential facilities
  - 50-80% reported to have SLD or MH diagnosis

- **Day Treatment and Residential Mental Health Programs**
  - >50,000 children and youth

*Bazelon Center for Mental Health Law, 2009; NCES, 2016; Nelson, Sprague, Jolivette, Smith, & Tobin, 2009; Sickmund et al., 2014*
PBIS in Alternative Education

- **Miller, George, & Fogt (2005)**
  - Implementation of Tier I
  - Reduction in physical restraint
  - Reduction in seclusionary time out

- **Simonsen, Britton, & Young (2010)**
  - Implementation of Tier I
  - Decrease in physical restraints
  - Decrease in elopements

- **Simonsen, Jeffrey-Pearsal, Sugai & McCurdy (2011)**
  - Establish annual setting-wide goals or outcomes
  - Collect data on behavioral incidents, points earned, individualized goals
  - More frequent teaching
  - Universal, evidence-based social skills curriculum
  - Staff training in effective use of behavioral procedures

- **Farkas et al. (2012)**
  - Implementation of Tier I
  - Focus on fidelity & social validity
  - Improvements in appropriate & inappropriate behavior

- **George, George, Kern, & Fogt (2013)**
  - Restraints and suspensions dropped significantly over the years after implementation of SWPBIS.
  - Restraints went down from 1064 to 3 (from 1997 to 2012)
  - Suspensions went down from 127 to 15 (from 1997 to 2012)

- **McCurdy, Thomas, Truckenmiller, House, Hillis-Clark, & Lopez (2016)**
  - Implementation of Tier I with fidelity
  - Reduction in physical restraints
  - Reductions in major problem behavior
PBIS in Alternative Education

- Intensify strategies
- Establish annual setting-wide goals (as opposed to simply reacting to outcome data)
- Collect and report on
  - Behavioral incidents
  - Points earned on token economy
  - Progress on individualized goals
- More frequent teaching of lesson plans and expectations
- Staff training in effective use of behavioral procedures

Case Study Designs

Focus on Universal Supports
Summary of Outcomes

- **Reductions:**
  - Physical restraints
  - Physical aggression
  - Student discipline referrals

- **Other Outcomes:**
  - Improved student behavior
  - Social Validity
  - Sustained impact

Farkas et al., 2012; George et al., 2013; McCurdy et al., 2016; Miller et al., 2005; Simonsen et al., 2010
Adopting PBIS in Alternative Ed
4 Critical Elements of PBIS

Supporting Staff Behavior

Supporting Social Competence & Academic Achievement

Supporting Decision Making

Supporting Student Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Social Competence & Academic Achievement
Barriers to Address

- Often immediate need for intervention
- Intensity of behaviors
- Need for mental health services
- Other system involvement (juvenile justice, mental health, child welfare)
- Difficulty of keeping tier 1 and tier 2 “mutually exclusive”
- Untrained or poorly trained staff (not necessarily behaviorally trained)
  - Poor implementation fidelity
## Participating Schools

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>School 1</th>
<th>School 2</th>
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</thead>
<tbody>
<tr>
<td>Type</td>
<td>Public Alternative School</td>
<td>Private Alternative School</td>
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<tr>
<td>Grades</td>
<td>Co-ed, K-5</td>
<td>Co-ed, K-8</td>
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<td>Referrals</td>
<td>5 surrounding School Districts (does not include residential)</td>
<td>40 surrounding School Districts (includes residential students)</td>
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<tr>
<td>Enrollment</td>
<td>Rolling, 40-60 students</td>
<td>Rolling, ~185 students</td>
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<td>Primary Classification</td>
<td>Emotional Disturbance</td>
<td>Emotional Disturbance</td>
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<tr>
<td>Secondary Classification</td>
<td>I/DD, Autism, Other Health Impaired</td>
<td>Autism, Other Health Impaired, Specific Learning Disability</td>
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<td>Mental Health Diagnosis</td>
<td>ODD, ADHD, IED</td>
<td>Bipolar, Mood Disorder, ODD, ADHD, CD, PTSD</td>
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<tr>
<td>Staff</td>
<td>Special Education Teachers, Teaching Assistants, Specialist Teachers, School Psychologist, Mental Health Counselor, Guidance Counselor, Speech Pathologist, &amp; Administrators</td>
<td>Special Education Teachers, Teaching Assistants, Specialist Teachers, Social Worker, BCBA, &amp; Administrators</td>
</tr>
</tbody>
</table>
Addressing the Need to Intervene Quickly

Simultaneous Development of Universal and Class-wide PBIS
Project Timeline

- **Contacted by School**
  - Oct. 2015

- **Conducted Program Evaluation**
  - Nov. 2015

- **Formed Leadership Team**

- **Successive Training & Product Development**

- **Rolled Out Program Changes**
  - Aug. 2016

- **Leadership Team Uses Data to Inform Program Modifications & Staff Training Needs**
  - Sept. 2016 to Present

- **Trained Staff in Evidence-Based Classroom Management Practices**
  - Feb. 2016

- **Individual Coaching with All Staff**

- **Conduct baseline observations to identify teachers in need of support and target areas for support**

- **Coaching sessions including action planning and performance feedback**
  - Oct. 2016 to Present
Program Evaluation

Quality Indicators of Emotional Support Services (PA DOE, 2013)

- Self-Assessment
  - 49 items across 8 domains
  - Each item is rated as “in place” (2 points), “partially in place” (1 point), or “not in place” (0 points)
  - A standard criteria for documenting an intact emotional support system is receiving an 80% on the Mean score for each domain

- Domains:
  - **Academic Instruction and Support** – standards-aligned instruction with modifications, adaptations, accommodations in the least restrictive environment, with effective instruction
  - **Social-Emotional Instruction and Support** – the use of a variety of approaches and skills to meet group and individual instruction student needs, with opportunities for practice, feedback, and generalization
  - **Behavior Management** – strategies for prevention, intervention, and crisis de-escalation, with a focus on positive, proactive discipline for individuals and groups of students
  - **Collaboration and Communication** – the ways that staff, programs, and families communicate and work together around providing successful outcomes for students
  - **Evaluation and Assessment** – process involved in evaluation and reevaluation, documenting and reporting progress toward Individualized Education Program (IEP) goals, grading and report cards, determining ongoing needs and IEP development
  - **Post-Secondary Transition** – systems and practices involved in post-high school planning and transition, as well as graduation data; this domain was not rated since elementary-aged program
  - **Staff-Student Interactions** – the emotional climate of the LEA with regard to the unique needs of students with emotional support needs
  - **Professional Development** – procedures for hiring and retaining qualified individuals to work in the emotional support program
Quality Indicators of Emotional Support Services and Programs
Administration Team Self-Assessment
11/16/15

- Academic Instruction and Support: 73%
- Social-Emotional Instruction and Support: 20%
- Behavior Management: 42%
- Collaboration and Communication: 75%
- Evaluation and Assessment: 100%
- Staff-Student Interactions: 42%
- Professional Development: 67%
Program Evaluation
School-wide Evaluation Tool (Sugai et al., 2001)

- External Evaluation
  - Multi-method assessment – permanent products, observations, interviews with administrators, staff, and students
  - 28 items across 7 domains
  - Each item is rated on a scale from 0 to 2 to indicate if the item is “in place”
  - A standard criteria for documenting an intact universal system is receiving an 80% on the Mean SET score and an 80% on the Behavioral Expectations Taught feature (80/80 criteria)

- Domains:
  - Expectations Defined – Are school-wide behavioral expectations clearly defined
  - Behavioral Expectations Taught – Are the school-wide expectations being taught and do people know them
  - On-going System for Rewarding Behavioral Expectations – Are reinforcement systems in place and being used
  - System for Responding to Behavioral Violations – Do all agree on the types of behaviors that require school-level discipline
  - Monitoring and Decision-Making – Is there a system being used to monitor behavior and make decisions
  - Management – Is there a working team with a schedule and plans
  - District-Level Support – Is there support in terms of money and assistance for these efforts
Program Evaluation

Devereux Classroom Observation Tool (Devereux CES, 2016)

- **External Observation**
  - Measures the implementation of evidenced-based classroom management practices
  - 8 skill areas with preset mastery criteria
  - A criteria for documenting the implementation of effective classroom management skills across the program is having 80% of staff demonstrate mastery in each skill level.

- **Domains:**
  - *Teaching and Reinforcing Expectations/Rules* – Are the expectations/rules posted; Do staff review expectations/rules; and Do staff provide positive and corrective feedback to students
  - *Lesson-Running Routines* – Is there a posted lesson agenda that includes list of assignments/activities with time limits and Do staff follow the agenda
  - *Interactions with Students* – Do staff interact with students through providing positive and corrective feedback
  - *Acknowledging Students* – Do staff acknowledge students with PRIDE Bucks for demonstrating expectations/rules
  - *Actively Supervising Students* – Is the classroom arranged to allow students to see instruction, decrease distractions, and allow staff to move throughout the room to areas where students are located
  - *Actively Engaging Students* – Do staff actively engage students through providing academic questions that are on student’s instructional level; this domain was not rated because staff in all classrooms were not observed to be working with three or more students in small or large group instruction
  - *Class-Running Routines* – Do staff facilitate effective transitions and process the point card with students
  - *Student Task Engagement* – Are the majority of students on- or off-task during the class period
Project Timeline

- Contacted by School Oct. 2015
- Conducted Program Evaluation Nov. 2015
- Formed Leadership Team Jan. 2016
- Leadership Team Uses Data to Inform Program Modifications & Staff Training Needs Sept. 2016 to Present
- Individual Coaching with All Staff Feb. to Jun. 2016
- Conduct baseline observations to identify teachers in need of support and target areas for support Oct. 2016
- Coaching sessions including action planning and performance feedback Oct. 2016 to Present
Leadership Team

- The PACE Team name represents the following core values
  - Create a Positive climate for students and staff
  - Assess problems using data and stakeholder input
  - Collaborate to solve problems and create a positive climate, and
  - Evolve program to meet the needs of students and staff

- Multi-disciplinary team
  - Administrator
  - Program Coordinator
  - Teacher representative
  - Specialist teacher representative
  - Paraprofessional representative
  - School counselor
  - External coach

- Trained in the Team-Initiated Problem Solving process (Todd et al., 2014) Meeting Foundations
# Team Meeting Agenda and Minutes

## School 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Facilitator</th>
<th>Minute Taker</th>
<th>Data Analyst</th>
<th>Timekeeper</th>
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<tbody>
<tr>
<td>Today's Meeting</td>
<td>01/21/16</td>
<td>12:00-1:00</td>
<td>Large Conference Room</td>
<td>External Coach 1</td>
<td>External Coach 2</td>
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<td>Next Meeting</td>
<td>02/02/16</td>
<td>12:00-1:00</td>
<td>Large Conference Room</td>
<td>Teacher Representative</td>
<td>Program Coordinator</td>
<td>Specialist Teacher</td>
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## Meeting Activities

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>1. Review To-Do List</td>
<td>5-min</td>
</tr>
<tr>
<td>2. Agenda Items</td>
<td>50 min</td>
</tr>
<tr>
<td>3. Review New To-Do List &amp; Evaluate Meeting</td>
<td>5-min</td>
</tr>
</tbody>
</table>

## Team Members Present

- X Administrator
- X External Coach 1
- X Program Coordinator
- X External Coach 2
- X Teacher Rep.
- X Special Teacher Rep.
- X Paraprofessional Rep.
- X School Counselor

## To-Do List

### Task
- Complete Team Information Form
- Send flowcharts
- Review flowcharts

### Status Key
- N = Not Started
- P = Partially Implemented
- C = Completed

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<thead>
<tr>
<th>Task</th>
<th>Person Responsible</th>
<th>Deadline</th>
<th>Status</th>
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<tr>
<td>Complete Team Information Form</td>
<td>Administrator</td>
<td>02/02/16</td>
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<tr>
<td>Send flowcharts</td>
<td>External Coach 2</td>
<td>01/29/16</td>
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<tr>
<td>Review flowcharts</td>
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## Agenda Items

### Information for Team/Issue for Team to Address

- Overview Presentation Part I

### Time Allotted

- 50 mins

### Discussion/Decision/Task (if applicable)

- Role of External Coaches
- Background on Students with EBD
- Overview of SWPBIS
- Overview of Meeting Foundations
  - Team Information Form
  - Team Meeting Agenda and Minutes Form
  - Action Plan

## Review New To-Do List Items and Evaluate Meeting

Evaluation of Team Meeting (Mark your ratings with an “X”)

1. Was today’s meeting a good use of our time? **X**
2. In general, did we do a good job of tracking whether we’re completing the tasks we agreed on at previous meetings? **X**
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings? **X**
4. In general, are the completed tasks having the desired effects on student behavior? **X**

If some of our ratings are “no-no” or “no,” what can we do to improve things?

Adapted from: Newton, J.S., Todd, A. W., Algozzine, K., Homer, R. H., & Algozzine, B. 2012

Revised by Devereux CES 1-20-16
<table>
<thead>
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<th>Topic</th>
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<tbody>
<tr>
<td>Overall Training</td>
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<td>Overview Presentation</td>
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<td>Document</td>
<td>Team Information Form</td>
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<td>Corrective Consequences</td>
<td>Training</td>
<td>Defining Major and Minor Problem Behavior</td>
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<td>Flowchart outlining procedures for responding to major and minor problem behavior</td>
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<td>Behavior Lesson Plans for each setting on the teaching matrix</td>
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<td>Posters for each setting on the teaching matrix</td>
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<td>System of Behavioral Supports</td>
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<td>Graphic for classroom bulletin boards</td>
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<td>System of Behavioral Supports</td>
<td>Document</td>
<td>Petition to move up</td>
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Adapted from: Newton, J.S., Todd, A. W., Algozzine, K., Homer, R. H., & Algozzine, B. 2012
Revised by Devereux CES 1-20-16
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<td>Contingency Forms</td>
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<td>Team Initiated Problem Solving Process (TIPS)</td>
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<td>Document</td>
<td>Data Analyst Report</td>
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<td>Document</td>
<td>TIPS Meeting Minutes Form</td>
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</table>
Project Timeline

- Contacted by School: Oct. 2015
- Conducted Program Evaluation: Nov. 2015
- Formed Leadership Team: Jan. 2016
- Leadership Team Uses Data to Inform Program Modifications & Staff Training Needs: Sept. 2016 to Present
- Conduct baseline observations to identify teachers in need of support and target areas for support: Oct. 2016
- Coaching sessions including action planning and performance feedback: Oct. 2016 to Present
# Training Content

## Background Information
- Students with EBD
- Multi-Tiered Systems of Supports
- Training & Coaching Model
- Behavior Change

## Formally & Informally Teaching Expectations & Rule
- Behavior Lesson Plans
- Requests, Praise, and Correction

## Routines
- Class-running routines (arrival/dismissal, sharpening pencil, throwing out times)
- Lesson-running routines (lesson agenda, gathering materials, collecting work)
- Interaction routines (hand raising vs. choral responding, attention signals)

## Active Engagement/Oppportunities to Respond
- Strategies (e.g., response cards, choral responding, guided notes, cooperative learning)

## Active Supervision
- Moving, Scanning, & Interacting
- Classroom Arrangement

## Encouraging Rule-following
- Effective Requests
- Behavior-Specific Praise
- Acknowledgment Strategies
- Effective Redirections & Warnings
Individual Classroom Coaching Process

1. Coach observes classroom environment

2. Classroom Team selects area(s) for support based on overview presentation and/or reviewing individual classroom data

3. Classroom Team meets with Coach to collaboratively develop a menu of options for intervening to create positive classroom outcomes

4. Classroom Team choose an option to try and implements plan

5. Coach observes classroom environment again
   - Classroom Team and Coach meet to evaluate plan and determine next steps - If target has improved, select new target for support or if target has not improved, modify plan
<table>
<thead>
<tr>
<th>Skill</th>
<th>Today's Observation</th>
<th>Mastery Level</th>
<th>At Mastery Level?</th>
<th>Goal Level</th>
<th>Date for Goal</th>
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</thead>
<tbody>
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<td>1. Expectations/Rules</td>
<td>20 % Steps</td>
<td>≥ 80% Steps</td>
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<td></td>
</tr>
<tr>
<td>2. Lesson Agenda</td>
<td>0 % Steps</td>
<td>≥ 80% Steps</td>
<td>YES or NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Opportunities to Respond</td>
<td>0.4 OTR per min</td>
<td>At least 1 per minute</td>
<td>YES or NO</td>
<td>1.0</td>
<td>3/15/16</td>
</tr>
<tr>
<td>4. Percent Correct per minute</td>
<td>71 % PCR</td>
<td>≥ 80% PCR</td>
<td>YES or NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Praise Ratio</td>
<td>1 Praise 0 Correction</td>
<td>4:1</td>
<td>YES or NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Behavior-Specific Praise</td>
<td>0 % BSP</td>
<td>80% BSP</td>
<td>YES or NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Tickets</td>
<td>0 % Steps</td>
<td>100% Steps</td>
<td>YES or NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Task Engagement</td>
<td>55 % Steps</td>
<td>≥ 80% Steps</td>
<td>YES or NO</td>
<td>75%</td>
<td>3/15/16</td>
</tr>
<tr>
<td>9. Classroom Arrangement &amp; Active Supervision</td>
<td>83 % Steps</td>
<td>≥ 80% Steps</td>
<td>YES or NO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Transitions &amp; Point Cards</td>
<td>55 % Steps</td>
<td>≥ 80% Steps</td>
<td>YES or NO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Action Plan

Example of Summary Sheet for a Teacher in School 1

<table>
<thead>
<tr>
<th>Action Plan:</th>
<th>Implementation Guidelines</th>
<th>Classroom Team Improvement Plan</th>
</tr>
</thead>
</table>
| **Target for Improvement**
  *Identify one area for improvement* | | • Increase student engagement during large group instruction. |
| **Strategy**
  *Identify selected strategy* | | • Provide students with two Popsicle sticks that they can hand in after they participate during large group instruction. |
| | | • If the students participate twice (use up both Popsicle sticks), they will receive a reward (based on reward list for class). |
| **Class Period/Activity**
  *Identify class period/activity to implement selected strategy to increase target area* | | • Large group instructional activities |
| **Materials**
  *Identify materials needed to implement selected strategy* | | • Popsicle sticks |
| | | • Wall chart to monitor participation |
| | | • Rewards menu to help students see what they will earn |
| **Goal**
  *Identify goal for improving target area* | | • Have all students participate at least twice during a large group activity |
| **Monitor Implementation**
  *Identify how (e.g., self-monitoring, observation) and how often (e.g., daily, weekly) you will monitor implementation fidelity (Was strategy implemented as intended?) and effectiveness (What impact did strategy have on student behavior?)* | | • Implementation will be monitored by counting how many Popsicle sticks each student used during each large group activity, which will also serve as measuring the effectiveness of the strategy to increase participation. |
| **Evaluate**
  *Identify date to evaluate action plan* | | • The action plan will be evaluated on March 15th, 2016. |
| | | • If the students have met the criteria of participating twice per large group activity, we will meet to decide to increase the number of times they have to participate. |
Project Timeline

- **Contacted by School** Oct. 2015
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- **Successive Training & Product Development** Jan. to Aug. 2016
- **Leadership Team Uses Data to Inform Program Modifications & Staff Training Needs** Sept. 2016 to Present

- **Trained Staff in Evidenced-Based Classroom Management Practices** Feb. 2016
- **Individual Coaching with All Staff** Feb. to Jun. 2016
## Team Meeting Agenda and Minutes

**School 1**

### Today's Meeting:
- **Date:** 01/18/17
- **Time:** 6:00-9:00
- **Location:** Large Conference Room
- **Facilitator:** Teacher Representative
- **Minute Taker:** Program Coordinator
- **Data Analyst:** Specialist Teacher
- **Timekeeper:** School Counselor

### Next Meeting:
- **Date:** 02/01/17
- **Time:** 8:00-9:00
- **Location:** Large Conference Room
- **Facilitator:** Teacher Representative
- **Minute Taker:** Program Coordinator
- **Data Analyst:** Specialist Teacher
- **Timekeeper:** School Counselor

### Meeting Activities

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review To-Do List</td>
<td>5-min</td>
</tr>
<tr>
<td>2. Agenda Items</td>
<td>50 min</td>
</tr>
<tr>
<td>3. Review New To-Do List &amp; Evaluate Meeting</td>
<td>5-min</td>
</tr>
</tbody>
</table>

### Team Members Present
- Administrator
- External Coach 1
- Program Coordinator
- External Coach 2
- Teacher Rep.
- Specialist Teacher Rep.
- Paraprofessional Rep.
- School Counselor

### To-Do List

<table>
<thead>
<tr>
<th>Task</th>
<th>Status Key</th>
<th>Person Responsible</th>
<th>Deadline</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly define cafeteria expectations to staff- they need to be observed and given feedback-</td>
<td>N</td>
<td>Administrator</td>
<td>12/19/16</td>
<td>C</td>
</tr>
<tr>
<td>Booster Sessions/Re-teaching</td>
<td>P</td>
<td>Teachers</td>
<td>2/1/17</td>
<td></td>
</tr>
<tr>
<td>Computer lab issues with transitions- Have a plan in place to address before State testing, look at specific students. Talk with the teachers that test to get their thoughts on start date. Address check in/check out point cards being entered at staff meeting.</td>
<td>P</td>
<td>Specialist Teacher &amp; Administrator</td>
<td>1/24/17</td>
<td></td>
</tr>
</tbody>
</table>

### Agenda Items

<table>
<thead>
<tr>
<th>Information for Team/Issue for Team to Address</th>
<th>Time Allotted</th>
<th>Discussion/Decision/Task (if applicable)</th>
</tr>
</thead>
</table>
| Committee Updates                                | 30 Min        | - Outreach Committee – celebrating staff milestones  
- Acknowledgement Committee – Meeting next week; bus drivers given Lucky bucks to provide to students  
- Safety Committee – no updates; External Coach 2 suggested the committee look at restraint and behavior support room data. Look for spikes, be aware of restraints and why they are happening. |
| SWIS Data Check                                  |               | - SWIS check in/check out point cards are being entered. However, some staff are behind on this. |
| Orienting New Students & Re-Teaching Lesson Plans |               | - Make sure all new students receive a passport and staff or peer mentor  
- Schedule to re-teach lessons prior to the state assessments |
### 3. SWIS Problem Solving and Action Planning: Previous Concern #2

<table>
<thead>
<tr>
<th>Precise Problem Statement</th>
<th>Goal and Timeline</th>
<th>Solution and Actions By Whom?</th>
<th>Identify Fidelity and Outcome Data By Whom?</th>
<th>Did it work? (Review current levels and compare to goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2 students (who) are being physically aggressive (what) in the classroom (where) Monday through Thursday most often between 11:00-11:30 during transitions (when) to obtain peer attention and avoid tasks (why) at a rate of 2.44 referrals per day (how often).</td>
<td>Decrease to 2 referrals per day by 2/1/17</td>
<td>School Counselor implement lesson into classroom counseling about safety with personal space, keeping hands/feet to self, ignoring negative behaviors, lining up, transitions</td>
<td>What fidelity data will we collect?</td>
<td>Fidelity Data: School Counselor used a program to guide the teaching of the lesson; practicing of the skill took place. Classroom staff retaught the expectations at least once. Outcome Data (Current Levels): 1 referral after 2 weeks Comparison to Goal:</td>
</tr>
<tr>
<td>Current Levels: 2.44 referrals/day</td>
<td>Classroom Staff will reteach expectations over the course of next month.</td>
<td>School Counselor will document if the counseling lesson was taught. Classroom staff will document if the expectations were taught.</td>
<td>What outcome data will we collect?</td>
<td></td>
</tr>
</tbody>
</table>

### 4. Review Next To-Do List Items and Evaluate Meeting

**Evaluation of Team Meeting (Mark your ratings with an “X”):**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>So-So</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was today's meeting a good use of our time?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In general, did we do a good job of monitoring whether we're completing the tasks we agreed on at previous meetings?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In general, how are we doing a good job of actually completing the tasks we agreed on at previous meetings?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In general, are the completed tasks having the desired effect on student behavior?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:** Staff to continue reinforcing data

---

Adapted from: Newton, J.S., Todd, A. W., Algozzine, K., Homer, R. H., & Algozzine, B. 2012

Revised by Devereux CES 1-20-16
Project Timeline

- **Contacted by School** Oct. 2015
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- **Trained Staff in Evidenced-Based Classroom Management Practices** Feb. 2016
- **Individual Coaching with All Staff** Feb. to Jun. 2016

- **Conduct baseline observations to identify teachers in need of support and target areas for support Oct. 2016**
- **Coaching sessions including action planning and performance feedback Oct. 2016 to Present**
The following is feedback from the observation completed 01/04/2016. These observations were completed using the Active Supervision section of the Devereux Observation Tool-Essential Skills for Classroom Management. The current goal for this skill has been identified as maintaining skill implementation at greater than 80% across three observation. Staff A’s performance relative to that goal is graphed below.

Celebrations:
- Staff A continues to perform the moving, scanning, and interacting components of active supervision at a mastery level.
- Because Staff A has performed at mastery level more during at least two consecutive observations, we can move on to working on other skills.

Recommendations:
- Staff A has expressed an interest in getting consultation about working with specific students and managing adults in her classroom. This can be the focus of subsequent consultation sessions.
  - Some strategies discussed for working with easily frustrated students who ask for excessive help is to give them a nonverbal attention signal so they can gain your attention without as much distraction to other students.
  - If a student is requesting excessive breaks or has low tolerance for longer assignments, you may consider giving break cards he or she is responsible for managing budgeting. The exact parameters of this break should correspond with his or her supervision needs and should be explicitly taught to the student so the breaks do not become problematic.
  - Continue sharing this feedback with your paraprofessionals to enhance your teamwork in the classroom.
Center for Effective Schools Coaching

Coaching Team to Develop a Multi-Tiered System of Supports

Individual Classroom Coaching

School 1
School 1 Frequency of Restraints from August to February

Pre-Implementation

2015-2016: 89

Post-Implementation

2016-2017: 25
## Participating Schools

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>School 1</th>
<th>School 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
<td>Public Alternative School</td>
<td>Private Alternative School</td>
</tr>
<tr>
<td><strong>Grades</strong></td>
<td>Co-ed, K-5</td>
<td>Co-ed, K-8</td>
</tr>
<tr>
<td><strong>Referrals</strong></td>
<td>5 surrounding School Districts (does not include residential)</td>
<td>40 surrounding School Districts (includes residential students)</td>
</tr>
<tr>
<td><strong>Enrollment</strong></td>
<td>Rolling, 40-60 students</td>
<td>Rolling, ~185 students</td>
</tr>
<tr>
<td><strong>Primary Classification</strong></td>
<td>Emotional Disturbance</td>
<td>Emotional Disturbance</td>
</tr>
<tr>
<td><strong>Secondary Classification</strong></td>
<td>I/DD, Autism, Other Health Impaired</td>
<td>Autism, Other Health Impaired, Specific Learning Disability</td>
</tr>
<tr>
<td><strong>Mental Health Diagnosis</strong></td>
<td>ODD, ADHD, IED</td>
<td>Bipolar, Mood Disorder, ODD, ADHD, CD, PTSD</td>
</tr>
<tr>
<td><strong>Systems Involvement</strong></td>
<td>Child Welfare</td>
<td>Juvenile Justice, Child Welfare</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>Special Education Teachers, Teaching Assistants, Specialist Teachers, School Psychologist, Mental Health Counselor, Guidance Counselor, Speech Pathologist, &amp; Administrators</td>
<td>Special Education Teachers, Teaching Assistants, Specialist Teachers, Social Worker, BCBA, &amp; Administrators</td>
</tr>
</tbody>
</table>
Improving Implementation Fidelity

Using Performance Feedback to Improve Transitions
Context

- Residential School Setting
  - Tier 1 implementation underway

- Dual focus on creating school wide program and provide assistance in classroom management procedures

- Transitions were identified as priority area of concern
  - Effective transition steps developed
  - Support for high fidelity implementation
Treatment Integrity/Fidelity

- Treatment integrity (TI) is a central issue in school-based intervention research
  - Critical role in successful outcomes from intervention

- Several strategies have been created and evaluated in response to the call for research, including
  - Follow-up methods such as performance feedback (PF)
  - Check-in meetings without feedback
  - Self-monitoring
  - Directed rehearsal

Fiske, 2008; Gresham & Kendall, 1987; Noel et al., 2014
Performance Feedback

- One of the more promising strategies to improve TI is Performance Feedback (PF)

- Defined as monitoring a behavior of concern and providing feedback in order to change that behavior

- Mixed research on differential effectiveness of different modalities of PF
  - Some require very little effort and others are more resource intensive
  - Some studies found combining modalities to have more impact (Sanatti et al., 2007)
  - Others found the opposite (Codding & Smyth, 2008)

Solomon, Klein & Politylo, 2012
Purpose

- Examine the impact of performance feedback on staff implementation fidelity of classroom Transitions and Point Cards

- Inform selection of performance feedback strategy that can eventually be transferred to school staff to use internally

- Wanted to make sure it addressed two concerns
  - Effectiveness in helping staff acquire the skill through feedback
  - As low resources and time intensive as possible for sustainability
Project

- Using an AB Single Subject Study Design, test the impact of two performance feedback methods towards teaching effective transition skills to staff in residential setting

- First phase: Single PF strategy
  - Visual feedback in the form of a graph of the percentage of intervention steps completed.

- Second phase: Combined PF strategy
  - Addition of written feedback to the graph in the form of two celebrations and one recommendation.
The target of the feedback included 11 steps of effective transitions, including items such as providing a warning before the transition and monitoring transitioning.

These steps were determined based on best practices and school staff input.

The transition intervention was conducted across four classrooms that served middle school-aged students within the alternative education setting.
### 8. Transitions & Point Cards

Observe 1 transition at the end of a period/subject. Check off each step as the teacher or the teaching assistants engage in them.

<table>
<thead>
<tr>
<th>Transitions Checkpoints</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher/TA gives warning for end of activity (at least 1 min before)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Student has point sheet on his/her desk or teacher/TA calls student to his/her desk to process point cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teacher/TA meets with each student individually</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teacher/TA rates each student’s behavior (0, 1, or 2) for Be Safe, Be Respectful, &amp; Be Responsible and (Yes, No) for IEP Goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Teacher/TA provides individual students with brief verbal feedback regarding points earned during the period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Teacher/TA provides encouragement after rating the card</td>
<td></td>
<td></td>
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<td>7. Teacher/TA gives directions for transitions</td>
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<td></td>
</tr>
<tr>
<td>8. Students perform transition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Teacher/TA monitors transition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Teacher/TA gives feedback during/after transition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Teacher/TA reviews expectations for the next activity (may be done before transition)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Totals:**

**Percentage of Steps Completed**

\[
\text{Percentage of Steps Completed} = \left(\frac{\text{Total Yes}}{\text{Total observed steps}}\right) \times 100\% 
\]
**Observation Summary**

Room Number: 11  
Observer Name:  
Date:  
Time:  
Number of Teachers:  
Number of TAs:  

8. **Transitions & Point Cards**

Observe 1 transition at the end of a period/subject. Check off each step as the teacher or the teaching assistants engage in them.

<table>
<thead>
<tr>
<th>Transitions Checkpoints</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher/TA gives warning for end of activity (at least 1 min before)</td>
<td>Yes</td>
<td>No</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Totals:**

**Percentage of Steps Completed**

(Total Yes/Total observed steps) %

---

**Transitions & Point Cards**

<table>
<thead>
<tr>
<th>Percentage of Steps Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
</tr>
<tr>
<td>90%</td>
</tr>
<tr>
<td>80%</td>
</tr>
<tr>
<td>70%</td>
</tr>
<tr>
<td>60%</td>
</tr>
<tr>
<td>50%</td>
</tr>
<tr>
<td>40%</td>
</tr>
<tr>
<td>30%</td>
</tr>
<tr>
<td>20%</td>
</tr>
<tr>
<td>10%</td>
</tr>
<tr>
<td>0%</td>
</tr>
</tbody>
</table>

Date: 
# Observations Summary

Room Number: 12  
Observer Name: [Name]

Date: [Date]  
Time: [Time]

Number of Teachers: [Number]  
Number of TAs: [Number]

## 8. Transitions & Point Cards

Observe 1 transition at the end of a period/subject. Check off each step as the teacher or the teaching assistants engage in them.

<table>
<thead>
<tr>
<th>Transitions Checkpoints</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher/TA gives warning for end of activity (at least 1 min before)</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>2. Student has point sheet on his/her desk or teacher/TA calls student to his/her desk to process point cards</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>3. Teacher/TA meets with each student individually</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>4. Teacher/TA rates each student's behavior (0, 1, or 2) for Be Safe, Be Respectful, Be Responsible and (Yes, No) for IEP Goal</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>5. Teacher/TA provides individual students with brief verbal feedback regarding points earned during the period</td>
<td>×</td>
<td></td>
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<tr>
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<td>×</td>
<td></td>
</tr>
<tr>
<td>7. Teacher/TA gives directions for transitions</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>8. Students perform transition</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>9. Teacher/TA monitors transition</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>10. Teacher/TA gives feedback during/after transition</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>11. Teacher/TA reviews expectations for the next activity (may be done before transition)</td>
<td>×</td>
<td></td>
</tr>
</tbody>
</table>

Totals: 5 Yes, 6 No

Percentage of Steps Completed: 45%

(Total Yes/Total observed steps)

Transitions & Point Cards Diagram:

- 100%
- 90%
- 80%
- 70%
- 60%
- 50%
- 40%
- 30%
- 20%
- 10%
- 0%

Date: [Date]
## OBSERVATION SUMMARY

**Room Number:** 12  
**Observer Name:** Janel Sabrok  
**Date:** 5/23/16  
**Time:** 11:00  
**Number of Teachers:** 4  
**Number of TAs:** 2

### B. TRANSITIONS & POINT CARDS

Observe 1 transition at the end of a period/subject. Check off each step as the teacher or the teaching assistants engage in them.

<table>
<thead>
<tr>
<th>Transitions Checkpoints</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher/TA gives warning for end of activity (at least 1 min before)</td>
<td>✔</td>
<td>✗</td>
</tr>
<tr>
<td>2. Student has point sheet on his/her desk or teacher/TA calls student to his/her desk to process point cards</td>
<td>✔</td>
<td>✗</td>
</tr>
<tr>
<td>3. Teacher/TA meets with each student individually</td>
<td>✗</td>
<td>✔</td>
</tr>
<tr>
<td>4. Teacher/TA rates each student's behavior (0, 1, or 2) for Be Safe, Be Respectful, &amp; Be Responsible and (Yes, No) for IEP Goal</td>
<td>✗</td>
<td>✔</td>
</tr>
<tr>
<td>5. Teacher/TA provides individual students with brief verbal feedback regarding points earned during the period</td>
<td>✗</td>
<td>✔</td>
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<tr>
<td>6. Teacher/TA provides encouragement after rating the card</td>
<td>✗</td>
<td>✔</td>
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<tr>
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<td>✔</td>
</tr>
<tr>
<td>11. Teacher/TA reviews expectations for the next activity (may be done before transition)</td>
<td>✗</td>
<td>✔</td>
</tr>
</tbody>
</table>

**Totals:** 6/5  
**Percentage of Steps Completed:** 55 %

### Transitions & Point Cards

- **4/18/2016:** 45%  
- **5/3/2016:** 55%  

*Graph showing percentage of steps completed.*
8. TRANSITIONS & POINT CARDS

Observe 1 transition at the end of a period/subject. Check off each step as the teacher or the teaching assistants engage in them.

<table>
<thead>
<tr>
<th>Transitions Checkpoints</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher/TA gives warning for end of activity (at least 1 min before)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2. Student has point sheet on his/her desk or teacher/TA calls student to his/her desk to process point cards</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>3. Teacher/TA meets with each student individually</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>4. Teacher/TA rates each student's behavior (0, 1, or 2) for Be Safe, Be Respectful, &amp; Be Responsible and (Yes, No) for IEP Goal</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5. Teacher/TA provides individual students with brief verbal feedback regarding points earned during the period</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6. Teacher/TA provides encouragement after rating the card</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>7. Teacher/TA gives directions for transitions</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>8. Students perform transition</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>9. Teacher/TA monitors transition</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>10. Teacher/TA gives feedback during/after transition</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>11. Teacher/TA reviews expectations for the next activity (may be done before transition)</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Totals: 8 Yes 3 No

Percentage of Steps Completed (Total Yes/Total observed steps) 73%

---

Transitions & Point Cards

![Graph showing percentage of steps completed over different dates](Image)
**OBSERVATION SUMMARY**

Room Number __12__  Observer Name _____________

Date ____________  Time ____________

Number of Teachers: _____  Number of TAs: _____

---

**8. TRANSITIONS & POINT CARDS**

Observe 1 transition at the end of a period/subject. Check off each step as the teacher or the teaching assistants engage in them.

<table>
<thead>
<tr>
<th>Transitions Checkpoints</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher/TA gives warning for end of activity (at least 1 min before)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Student has point sheet on his/her desk or teacher/TA calls student to his/her desk to process point cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teacher/TA meets with each student individually</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teacher/TA rates each student’s behavior (0, 1, or 2) for Be Safe, Be Respectful, &amp; Be Responsible and (Yes, No) for IEP Goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Teacher/TA provides individual students with brief verbal feedback regarding points earned during the period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Teacher/TA provides encouragement after rating the card</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Teacher/TA gives directions for transitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Students perform transition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Teacher/TA monitors transition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Teacher/TA gives feedback during/after transition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Teacher/TA reviews expectations for the next activity (may be done before transition)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**CELEBRATIONS:**

1. 
2. 

**RECOMMENDATION:**

1. 

---

**Transitions & Point cards**

<table>
<thead>
<tr>
<th>Percentage of Steps Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>
## OBSERVATION SUMMARY

**Room Number:** 11  
**Observer Name:** T. Zavickov  
**Date:** 5/25/2016  
**Time:** 11:45a  
**Number of Teachers:** 1  
**Number of TAs:** 2

### 8. TRANSITIONS & POINT CARDS

Observe 1 transition at the end of a period/subject. Check off each step as the teacher or the teaching assistants engage in them.

<table>
<thead>
<tr>
<th>Transitions Checkpoints</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher/TA gives warning for end of activity (at least 1 min before)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Student has point sheet on his/her desk or teacher/TA calls student to his/her desk to process point cards</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3. Teacher/TA meets with each student individually</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4. Teacher/TA rates each student’s behavior (0, 1, or 2) for Be Safe, Be Respectful, &amp; Be Responsible and (Yes, No) for IEP Goal</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5. Teacher/TA provides individual students with brief verbal feedback regarding points earned during the period</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6. Teacher/TA provides encouragement after rating the card</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7. Teacher/TA gives directions for transitions</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>8. Students perform transition</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>9. Teacher/TA monitors transition</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>10. Teacher/TA gives feedback during/after transition</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>11. Teacher/TA reviews expectations for the next activity (may be done before transition)</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Totals:**  C  =  5

**Percentage of Steps Completed**

<table>
<thead>
<tr>
<th>Date</th>
<th>Percentage of Steps Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/19/2016</td>
<td>55%</td>
</tr>
<tr>
<td>5/2/2016</td>
<td>45%</td>
</tr>
<tr>
<td>5/20/2016</td>
<td>73%</td>
</tr>
<tr>
<td>5/25/2016</td>
<td>64%</td>
</tr>
</tbody>
</table>

### CELEBRATIONS:

1. Good job reminding the students of the expectations.
2. Nice job providing feedback during transitions.

### RECOMMENDATION:

1. Review point cards with each student and provide feedback.
2. Work on behavior specific goals.
Aggregated Data

![Graph showing percentage of steps completed over weeks.

- Visual Feedback:
  - Week 1: 32%
  - Week 2: 50%
  - Week 3: 56%
  - Week 4: 78%
  - Week 5: 76%

- Visual & Written Feedback:
  - Week 6: 65%
  - Week 7: 95%]
### Aggregated Results By Steps

<table>
<thead>
<tr>
<th>Step/Tasks for Successful Transitions</th>
<th>Phase 1</th>
<th>Phase 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Week 1</td>
<td>Week 2</td>
</tr>
<tr>
<td>1. Teacher/TA gives warning for end of activity (at least 1 min before)</td>
<td>0%</td>
<td>75%</td>
</tr>
<tr>
<td>2. Student has point sheet on his/her desk or teacher/TA calls student to his/her desk to process point cards</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3. Teacher/TA meets with each student individually</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4. Teacher/TA rates each student’s behavior (0, 1, or 2) for Be Safe, Be Respectful, &amp; Be Responsible and (Yes, No) for EP Goal</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>5. Teacher/TA provides individual students with brief verbal feedback regarding points earned during the period</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>6. Teacher/TA provides encouragement after rating the card</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>7. Teacher/TA gives directions for transitions</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>8. Students perform transition</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>9. Teacher/TA monitors transition</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>10. Teacher/TA gives feedback during/after transition</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>11. Teacher/TA reviews expectations for the next activity (may be done before transition)</td>
<td>0%</td>
<td>50%</td>
</tr>
</tbody>
</table>

- The two strategies had differential impact based on transition steps.
- Steps like giving directions, student performing transition, and teacher monitoring transition were easier to acquire just with graphic feedback.
- Providing early warnings, meeting with each student individually were harder to acquire.
Individual Classroom Data

May need additional PF strategies

Did not need second phase

Both worked but second strategy needed to reach fidelity

Both worked, second strategy provided extra push
Celebrations

- Student behavior during transitions was typically very good
  - When disruptive behaviors occurred, students and staff handled situations well

- All transitions were monitored

- Some classrooms allowed students to rate themselves and the staff confirmed ratings

- Use of point card increased

- Some staff used behavior-specific praise frequently

- Observations were quick and easy to complete
Concerns

- Unable to collect data on student behavior

- Teachers felt point card process was inefficient
  - Often only one staff member reviewed cards with all students

- Some teachers believed the process had to be very scripted/robotic

- Some classrooms allowed students to rate themselves and did not appear to confirm ratings

- Inconsistent transition schedules
Limitations

- Need to build internal capacity to maintain and sustain the PF.

- Current study was done with external coaches and not internal staff members.

- Difficulty with finding internal coaches with the time and training to continue PF.
Developing Tier II

Adapting a Tier II Standard Protocol for Alternative Education
Development of Tier II System

- Challenges
  - Needs of student population

- Tier II options for alternative education settings
  - Check-In/Check-Out (CICO)
  - Check, Connect, Expect (Cheney, Stage, Hawken, Lynass, Mielenz, & Waugh, 2009)
  - Group-based interventions

- Decision: Modified CICO
  - Drafted procedures using CES-developed CICO manual
CICO Cycle

Student Recommended for CICO

CICO Implemented

Morning Check-In
Parent Feedback
Afternoon Check-Out
Regular Teacher Feedback

CICO Coordinator Summarizes Data for Decision Making
Bi-weekly Meeting to Assess Student Progress
Revise Program
Exit Program

Request for assistance
Behavior referrals

CICO Mentor
Steps of Tier II Development

1. Develop referral criteria
2. Identify mentors
3. Modify procedures
4. Develop materials
5. Develop data-based decision rules
6. Develop data collection system
7. Pilot system
Referring Students to Tier II

- Monthly screening before Tier II team meeting
  - 1-2 restraints in 1 month
  - 6-9 incidents of Physical Aggression in 1 month
  - 1-2 incidents of Suicidal Ideation in 1 month
  - 1 or more incidents with Police Involvement (Action) in 1 month
  - 1 or more incidents of Alleged Abuse in 1 month
  - Absent 3 or more consecutive days or 5 total days within 1 month
  - 5 or more unscheduled visits to the Nurse in 1 month
# Referring Students to Tier II

**Classroom Request for Assistance Form**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Classroom Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Name:**

**Grade:**

**IEP: Yes**

**No (Circle)**

**Absences to Date:**

### 1. Check the area(s) of concern:

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Academic</th>
<th>What is your primary concern?</th>
<th>Why is the student engaging in the problem behavior?</th>
</tr>
</thead>
<tbody>
<tr>
<td>aggressive</td>
<td>reading</td>
<td></td>
<td>to get adult attention</td>
</tr>
<tr>
<td>non-compliant</td>
<td>math</td>
<td></td>
<td>to get peer attention</td>
</tr>
<tr>
<td>disruptive</td>
<td>writing</td>
<td></td>
<td>to avoid adult attention</td>
</tr>
<tr>
<td>withdrawn</td>
<td>study skills</td>
<td></td>
<td>to avoid peer attention</td>
</tr>
<tr>
<td>excessive absences</td>
<td>organization</td>
<td></td>
<td>to access preferred tasks or activities</td>
</tr>
<tr>
<td>lack of social skills</td>
<td>Other (specify)</td>
<td></td>
<td>to avoid non-preferred tasks/activities</td>
</tr>
<tr>
<td>excessive nurse visits</td>
<td></td>
<td></td>
<td>to get sensory stimulation</td>
</tr>
</tbody>
</table>

### 2. Check the strategies you have tried so far:

<table>
<thead>
<tr>
<th>General review</th>
<th>Modify Environment or Teaching</th>
<th>Teach Expected Behaviors</th>
<th>Consequences Tried</th>
</tr>
</thead>
<tbody>
<tr>
<td>review green file</td>
<td>changed seating arrangement</td>
<td>PRIDE Card review at beginning and end of each period</td>
<td>increased rewards for expected behavior</td>
</tr>
<tr>
<td>talk with parents</td>
<td>provide quiet space</td>
<td>give reminders about expected behavior when problem behavior is likely</td>
<td>phone call to parents</td>
</tr>
<tr>
<td>talk with previous teacher</td>
<td>encourage work breaks</td>
<td>clarified rules &amp; expected behavior for whole class</td>
<td>redirections/warnings</td>
</tr>
<tr>
<td>seek cluster help</td>
<td>change schedule of activities</td>
<td>practiced expected behaviors in class</td>
<td>loss of privileges</td>
</tr>
<tr>
<td>classroom assessment</td>
<td>modify assignments</td>
<td></td>
<td>meeting with parents</td>
</tr>
<tr>
<td>referred to school counselor</td>
<td>arranged tutoring to improve student's academic skills</td>
<td></td>
<td>point fine</td>
</tr>
<tr>
<td>IEP team meeting</td>
<td>Other (specify)</td>
<td></td>
<td>delayed start to recess</td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td>Other (specify)</td>
</tr>
</tbody>
</table>

**Other helpful information:**
Development of Tier II System

- Panther Partners

- Identified mentors and back-ups

- Modified procedures
  - Mentors go to students’ classrooms in morning and afternoon
  - Staff feedback throughout day on modified Point Card (Partner Card)
  - Students rewarded for checking in and out appropriately and for meeting daily goal
  - Students take point cards home for signature (bonus points)
# Panther Partner Card

**Student Name:** [Blank]

- **At:** we have pride in ourselves by being safe, respectful, and responsible.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>IEP Goal</th>
<th>Self-Monitor Match</th>
<th>Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>Y / N</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>1st Period</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>Y / N</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>2nd Period</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>Y / N</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>3rd Period</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>Y / N</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>4th Period</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>Y / N</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>5th Period</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>Y / N</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>6th Period</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>Y / N</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>7th Period</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>Y / N</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>8th Period</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>Y / N</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>Dismissal</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>Y / N</td>
<td>Y / N</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points**

- **Bonus Points:** Returned Signed – 15 Bonus Points
- **Problem Solving Points:**
- **Showing:** pride
  - 55-60 points = Great job
  - 40 points to 54 points = O.K.
  - 39 points and below = I could do better

**Total Points Earned today:** [Blank]
Partner Card (back)

Staff Comments/Note Details:

<table>
<thead>
<tr>
<th></th>
<th>Panther Partner Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today’s Goal</td>
<td></td>
</tr>
<tr>
<td>AM Check-In</td>
<td></td>
</tr>
<tr>
<td>PM Check-Out</td>
<td></td>
</tr>
</tbody>
</table>

Parent/Caregiver Comments or Concerns:

Something I did great today was:

Something I will work on tomorrow will be:

Please call if your child will be absent or if you have any concerns at 610-825-4440 ext. 405
Mentor Folder
Rewards Charts

Panther Partners Reward Chart

- Check in with mentor appropriately

- Meet daily Panther Partner goal

- Meet daily Panther Partner goal for 4 days (non-consecutive)
<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Goal</th>
<th>Signed Partner Card</th>
<th>Has Class Materials?</th>
<th>Number of Points Earned</th>
<th>Met Goal?</th>
<th>Additional notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td></td>
<td>Yes / No</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td></td>
<td>Yes / No</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td></td>
<td>Yes / No</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td></td>
<td>Yes / No</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td></td>
<td>Yes / No</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
<td></td>
<td>Yes / No</td>
<td></td>
</tr>
</tbody>
</table>
## Data-Based Decision Rules

<table>
<thead>
<tr>
<th>Data-Based Decision Rule</th>
<th>Student's Status</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting his/her daily goal 4 or more days per week <strong>and/or</strong> steady, upward trend in</td>
<td>Responding</td>
<td>Stay on CICO as is</td>
</tr>
<tr>
<td>data for 4 consecutive weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting his/her daily goal 4 or more days per week for 4 consecutive weeks</td>
<td>Responding</td>
<td>Fade to self-monitoring</td>
</tr>
<tr>
<td>Meeting his/her daily goal 4 or more days per week for 4 consecutive weeks <strong>during</strong></td>
<td>Responding</td>
<td>Fade Check-In or Check-Out as team finds appropriate</td>
</tr>
<tr>
<td>self-monitoring period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting his/her daily goal less than 4 days per week and/or steady downward trend in</td>
<td>Not responding</td>
<td>Receive modifications to CICO</td>
</tr>
<tr>
<td>data over 2 consecutive weeks, <strong>AND</strong> CICO has been implemented with fidelity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting his/her daily goal less than 4 days per week and/or steady downward trend in</td>
<td>Not responding</td>
<td>Be referred for individualized supports</td>
</tr>
<tr>
<td>data for 2 consecutive weeks after 2 modifications have been made to CICO <strong>AND</strong> CICO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has been implemented with fidelity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OR</strong> student meets Tier III criteria while in CICO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CICO Pilot

- Assigned mentors and back-ups
  - Student orientation 2/5/16

- Identified 5 students
  - Grades: 2-8
  - Added 6th student 4/11/16
  - One student psychiatrically hospitalized since March

- Started 2/8/16
  - Baseline data available from point card tracking
Tier II Pilot Data
Tier II Data: “Janelle”
Tier II Data: “Janelle”

**March**

- Percentage of Points Earned
- Number of Referrals

- Spring Break
Tier II Data: “Janelle”
Tier II Data: “Micah”
Tier II Data: “Micah”

Spring Break
Tier II Data: “Micah”
Tier II Data: “Elijah”
Tier II Data: “Elijah”

March

Goal changed to 70%

Percentage of Points Earned

Spring Break
Tier II Data: “Elijah”
Wrap-Up
Lessons Learned & Future Directions

- Simultaneous development of universal and class-wide PBIS
  - Class-wide intervention while developing system-wide procedures maintained high-levels of motivation
  - Starting with the TIPS Meeting Foundations facilitated transition to full TIPS model (i.e., problem solving)
  - Results in more immediate outcomes (e.g., restraint reduction)

- Using PF to improve implementation fidelity
  - Performance feedback (PF) was easy to implement, only requiring 10 to 15 minutes per observation
    - PF is an efficient and effective method of improving treatment integrity.
  - Scaling up PF to sustain change will require building internal coaching capacity (i.e., peer coaches)

- Adapting a Tier II standard treatment protocol for alternative education
  - Form a Tier II team and plan for a full school roll-out
  - Conduct point card fidelity checks
Lessons Learned & Future Directions

Future Directions

- Need for additional research
- Simultaneous rollout of system- and class-wide practices
  - Train teams in meeting foundations (TIPS) before starting
- Build internal coaching structure
- Consider other standard protocols

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