TYPICAL FEATURES OF ALTERNATIVE SETTINGS

Continuum of School-Wide Instructional & Positive Behavior Support in Alternative Settings

- Small and variable population of students with intensive behavioral, mental health, and educational needs
- Most interventions are individualized and intensive
- May also employ a setting-wide point or level system.

CRITICAL FEATURES OF ALTERNATIVE SWPBS

SAMPLE OUTCOMES:
- Increases in pro-social or appropriate behavior
- Decreases in aggressive, disruptive, or otherwise inappropriate behavior
- Increases in the percentage of students responding to behavioral support (i.e., increasing the percentage of students without serious incidents per month)
- Increases in student specific progress toward IEP goals (i.e., positive academic and social behavior outcomes)
- Increases in the percentage of students returning to a less restrictive environment

DATA
- Sample Sources of Data:
  - Incident Reports
  - Direct Behavior Ratings
  - Earned Points
  - Direct Observation
  - Individual Student Progress
  - Program-wide Data
- Adopt or develop data management system
- Review existing data & collect additional data if needed
- Use Data to Make Decisions

SYSTEMS
- Teams & Coaches
  - Setting-wide
  - Unit- or Class-wide
- Continuous PD
- Data-based decision making and action planning
- Monitoring and evaluating fidelity
- Program evaluation and continuous improvement
**PRACTICES**

- **Program- or School-wide**
  - Clearly stated purpose and approach
  - A few positively stated expectations
  - Procedures for directly teaching expectations program-wide
  - Continuum of strategies for reinforcing expectation following
  - Continuum of strategies for correction expectation violating

- **Classroom Setting**
  - Maximize structure and predictability
  - Establish, post, teach, monitor, and reinforce a small number (3-5) of positively stated expectations
  - Actively engage students in observable ways
  - Establish a continuum of strategies to acknowledge students for following expectations
  - Establish a continuum of strategies to respond when students violate expectations

- **Non-classroom Setting**
  - Actively supervise
  - Teach setting-specific routines and expectations directly
  - Reminders and pre-correct frequently
  - Positively reinforce frequently, specifically, and regularly

- **Individual Student**
  - Develop data-decision rules to identify students who do not respond to Tier 1
  - Organize other supports along a continuum
  - Develop an assessment process to determine which additional intervention(s) may be appropriate
  - Collect progress monitoring data

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**General Process for Implementation**

(adapted from Sugai et al., 2010, p. 48)

1. Identify Team
2. Complete Self-Assessment
3. Develop/Adjust Action Plan
4. Implement Action Plan
5. Monitor & Evaluate Implementation
EMERGING EVIDENCE BASE

- Descriptive case studies have documented that implementing SWPBS, or similar proactive system-wide interventions, in alternative school settings results in positive outcomes.
  - Decreases in crisis interventions (e.g., restraints) and aggressive student behavior
  - Increases in percentage of students achieving the highest levels
- In addition, staff members are able to implement with fidelity and staff and students generally like SWPBS.
  (Miller, George, & Fogt, 2005; Farkas et al., in press; Miller, Hunt, & Georges, 2006; Simonsen, Britton, & Young, 2010)

CASE STUDIES

SCHOOL 1 (ALTERNATIVE ELEMENTARY, GRADES 3-6)
- Training and Support
  - “Buy in” for PBIS was a concern and was perceived to not be possible by administration or staff.
    ▪ Perception was PBIS features were in place
    ▪ Review of EBS Survey and current behavioral data
    ▪ Team agreed to review PBIS features relative to current system over a series of team meetings
  - School staff had a long learning history of viewing behavioral challenges from a medical point of view only.
- SWPBS Development (Review, Discuss, Agreements...)
  - Clear Expectations: Already in place but modified to increase clarity for students by linking to reinforcement
  - Teaching Expectations: Created formal lesson plans to teach the school wide expectations
  - Reinforcement Procedures: Individualized by classroom. Modified to a formal school-wide process but added weekly school-wide activities.
  - Consequences: Informal process. Staff was resistant to modify these procedures.
  - Data: Instituted SWIS and bi-monthly meetings regarding Data review with district BCBA staff.

SCHOOL 2 (ALTERNATIVE EARLY CHILDHOOD, GRADES K-2)
- Training and Support
  - “Buy-in” was gained by reviewing EBS Data and Behavior data
    ▪ Discussed areas in need for development and agreed to focus on those.
    ▪ Once the “areas of need” were built team reviewed and wanted to develop rest of PBIS School-wide components.
  - Team decided to use a Professional Development day to build most of their plan
- Their plan:
  - Clear Expectations: Already in place
  - Teaching Expectations: Modified from informal teacher based to school-wide formal instruction at the beginning of the year at the start of EVERY new activity
  - Reinforcement Procedures: Individualized by classroom. Formalized it to a consistent school-wide process but continued classroom based trade ins at the end of day
  - Consequences: Informal process. Changed to formal procedures of classroom managed and office managed
  - Data: Instituted SWIS and bi-monthly meetings regarding Data review with district BCBA staff.

DISCUSSION: LESSONS LEARNED

- Alternative schools with a large number of behavioral challenges can greatly benefit from strong effective universal practices
- Take the time to build each component with consideration
- Use data at every step
- Make sure data guides each decision!

THANK YOU!