

Intensive Positive Behavior Support

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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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Where it often Ends



WE CAN'T AFFORD TO SAVE THIS ONE, BUT DON'T WORRY! SOMEONE WILL CATCH HIM!

WELFARE SYSTEM
JUDICIAL SYSTEM
GANGS

ALTERNATIVE SCHOOL

How do we improve support for students with challenging behavior in schools?

We Know What Works...

- Prevention and early intervention
- Interventions based on science of behavior
 - Teach desired behavior
 - Arrange environment to encourage desired behavior
 - Explicitly reinforce desired behavior
 - Minimize reinforcement for less desired behavior
- Progress monitoring enhances outcomes

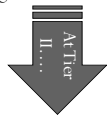
BUT.....

Implementation is a Challenge

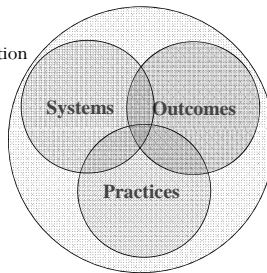
- Limited resources
 - Expertise
 - Time
 - Money
- Lot's of research on what works, little on *how* to do it

SWPBS: Framework to Guide Implementation

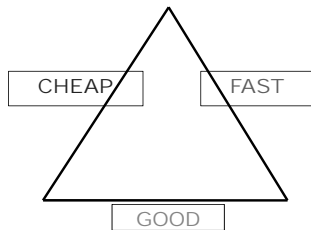
- Team-based decision-making
- Resource management and allocation
- Access to technical assistance
- Data guide decisions



District-Planning



Three Degrees of Freedom



Putting it Together

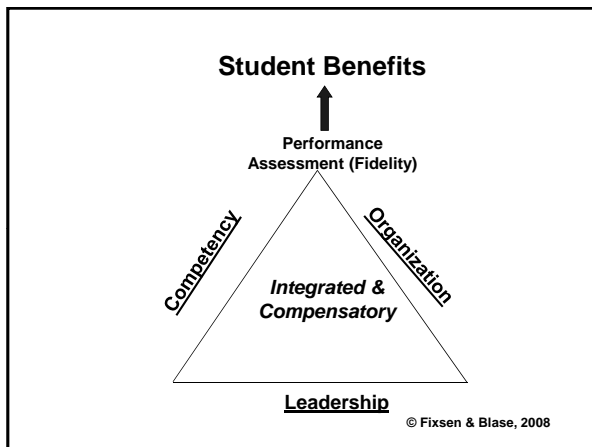
Effective intervention practices and programs

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Effective implementation practices

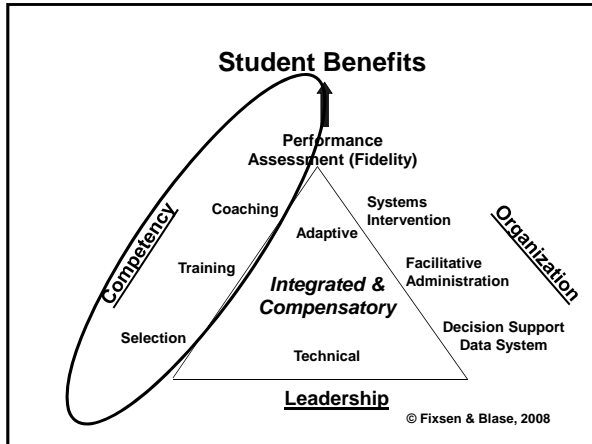
Good outcomes for students

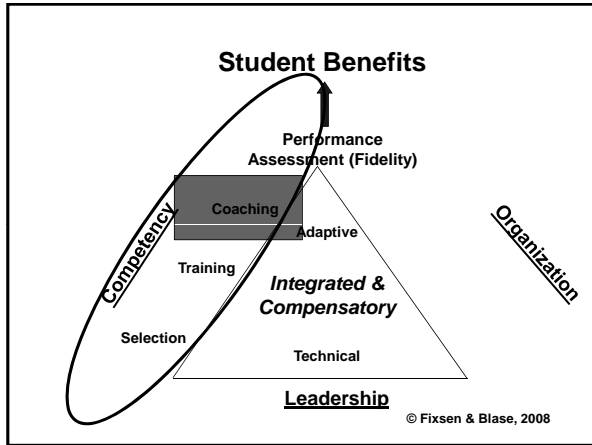
No other combination of factors reliably produces desired outcomes



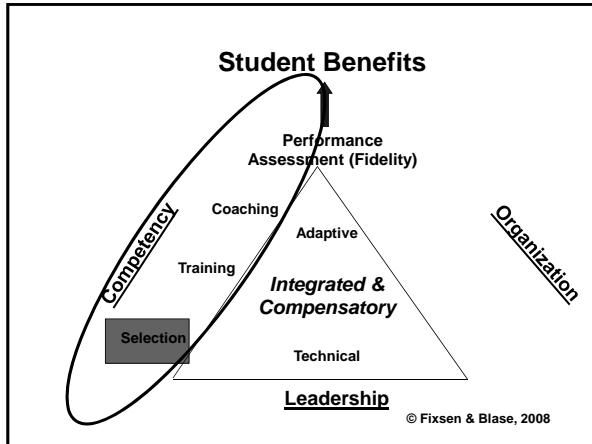
Leadership

- IPBS is a priority in the district
 - Agenda item at every district meeting
 - Action plan for district around implementation in all schools
- Clear link and collaboration with:
 - Special Ed placement coordination & resource allocation
 - District data systems
 - District coordinates relevant roles and responsibilities
 - Building administrator
 - School psychologists
 - Counselors





- District Behavior Specialist Responsibilities**
- Coaching
 - Meetings
 - Data use
 - Intervention fidelity
 - Evaluation
 - Team process
 - Specific interventions
 - Overall IPBS (BAT)
 - Coordination
 - Communicate with district team
 - Plan training schedule
 - Schedule assessments



Selection (School)

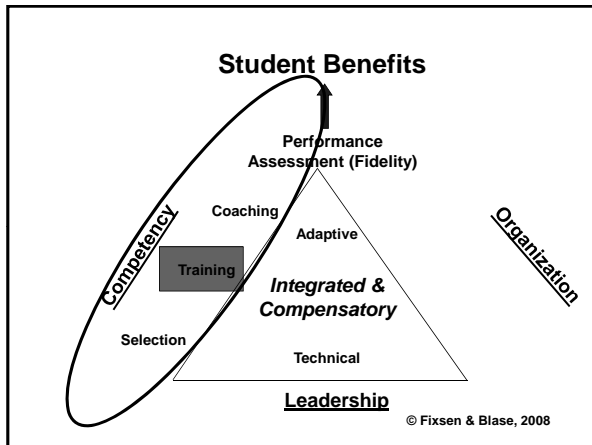
- Sustained implementation of Tier I
- Administrative support and buy-in
- Willingness to reallocate roles
- Commitment for 5 plus years

District Level Behavior Specialist

- Expertise
 - Coaching and data use
 - Tier II
 - Tier III (including advanced FBA)
 - Parent-school partnerships
 - Comprehensive supports/wrap-around
- **Selection** (extremely important)
 - Start w/ job & role description & clarity
 - Use an interactive interview process w/ behavioral vignettes & rehearsals
 - Submit examples of previously completed FBA/BSP w/ data
 - Have interviewee complete a brief FBA interview
 - Provide FBA vignettes & ask to develop suggestions for a BSP

Selection (Personnel)

- Building IPBS
 - Building administrator invested in supporting students in building & actively involved
 - Data management person
 - IPBS Team facilitator
 - Building Behavior Specialist
 - Tier 2 intervention managers



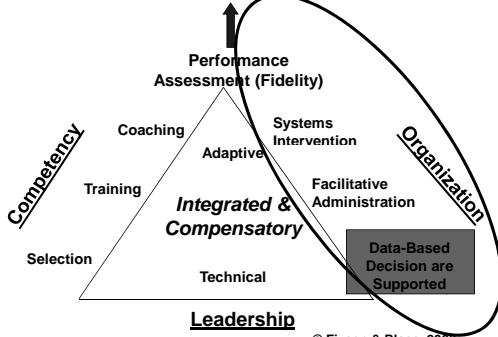
Training

- Strategic Sequential Training Sequence

Capacity Building

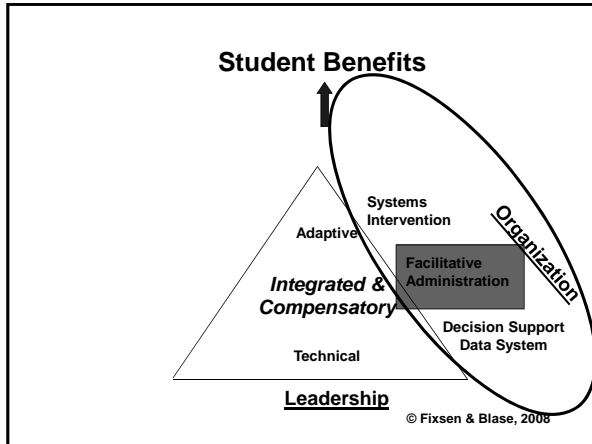
- Step 1
 - IPBS overview
 - Team organization, structure, and functioning
 - Data-based decision-making (use a Tier II intervention) →
- Step 2
 - CICO as "go to" Tier II intervention
- Step 3
 - Function-based support/capacity building
- Step 4
 - Formative evaluation
 - Planning for sustainability
- Step 5
 - Comprehensive supports

Student Benefits



Data-Based Decision-Making

- District provides data system for schools
- District uses data to guide district-level decision-making
- Schools use data to guide decision-making

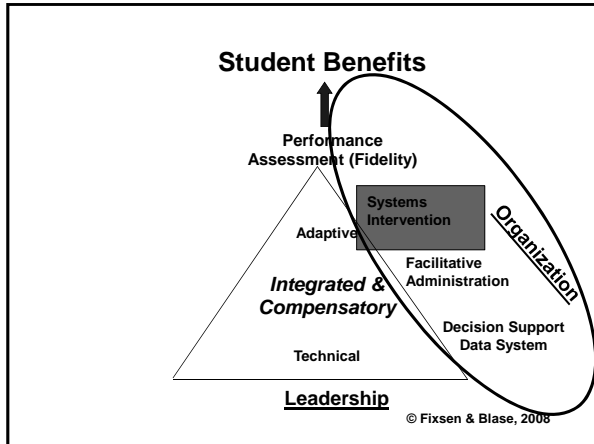


Organization: Facilitative Administration

- Make sure sped AND Gen ed are bought in /remove barriers
- Shift accountability for students with challenging behavior
 - Monitor student placement
 - Look beyond ODRs
- Policies and organization supports implementation

Sample District SpEd Reports from ODE (items linked w/ Behavior Support)

Least Restrictive Environment			District	State Target	Least Restrictive Environment			District	State Target
Students removed from regular class less than 21% of day	60.3%	65.0% or more	68.3%	65.0% or more	Students removed from regular class less than 21% of day	68.3%	65.0% or more	68.3%	65.0% or more
Students removed from regular class greater than 60% of day	9.9%	11.0% or less	14.8%	11.0% or less	Students removed from regular class greater than 60% of day	14.8%	11.0% or less	14.8%	11.0% or less
Students served in public or private separate schools, residential placements, or homebound / hospital	3.5%	2.2% or less	4.6%	2.2% or less	Students served in public or private separate schools, residential placements, or homebound / hospital	4.6%	2.2% or less	4.6%	2.2% or less
Suspension / Expulsion			District	State Target	Suspension / Expulsion			District	State Target
District identified with significant discrepancy in rate of suspension / expulsion for more than 10 days	No	Note 9	No	Note 9	District identified with significant discrepancy in rate of suspension / expulsion for more than 10 days	No	Note 9	No	Note 9



Systems Interventions

- Planning for Personnel & Resources
 - District behavior specialist with skills and FTE

Systems Interventions

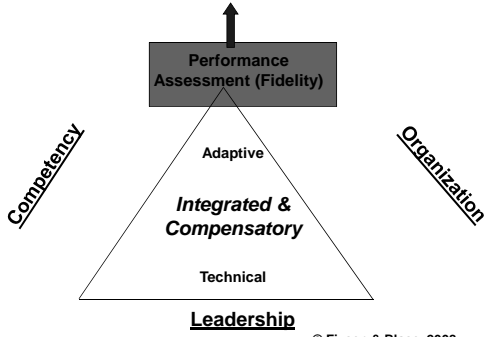
- Planning for Personnel & Resources
 - District behavior specialist with skills and FTE
- Buildings
 - FTE for Tier II coordinators
 - FTE for Tier III coordinators
 - Link to academic systems

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Systems Interventions

- Planning for Personnel & Resources
- Training Sequence
 - Build interventions for district and schools
 - Build capacity

Student Benefits



Performance Assessment

- District leadership team reviews school data monthly
 - ODR patterns
 - Out of school placements
 - IEP needs
- Monthly meetings for all building leaders
 - Review data
 - Address challenges
 - Identify training and resource needs

Performance Assessment in Schools

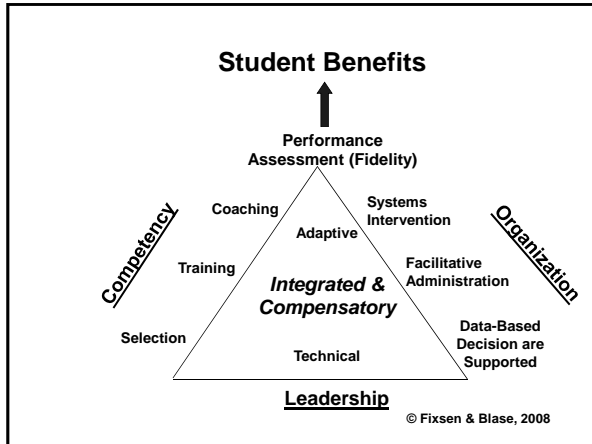
- Performance of school teams

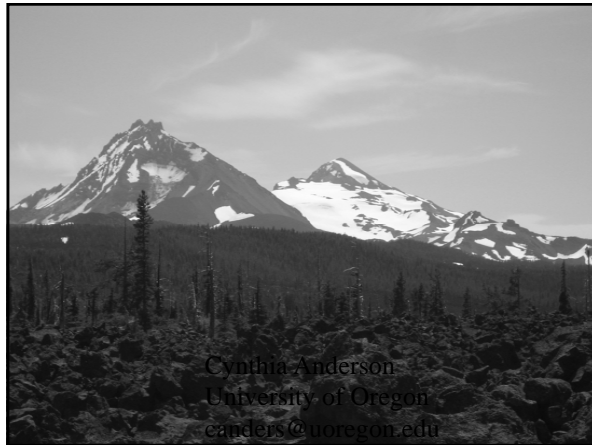
Performance Assessment in Schools

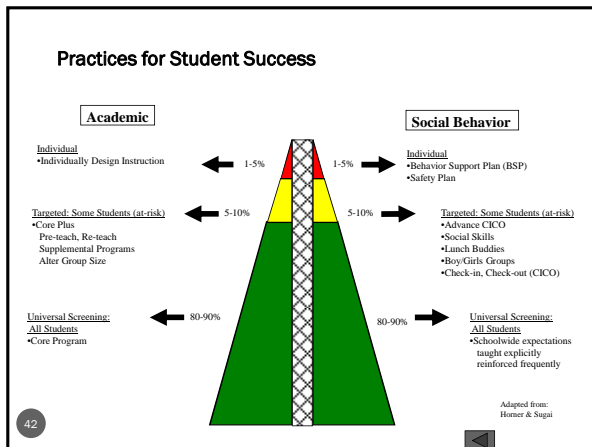
- Decision-making at Tier II
 - Are students needing support provided with support quickly?
 - Are students responding to interventions?
 - Are the interventions working for majority of students being referred?
 - Are Tier II interventions worth the investment?
 - Are interventions implemented with fidelity?
 - Regularly complete fidelity measures (CISS, etc.)

Performance Assessment

- Decision-making at Tier III
 - Do FBAs result in hypothesis statement?
 - Do interventions match function of behavior?
 - Are data collected consistently?
 - Are relevant responses measured?
 - Is intervention being implemented accurately?
 - Is the plan being reviewed and appropriate decisions being made?







Behavior Review Decision Flowchart

