



# Developing a Secondary Tier 2 System of Positive Behavioral Interventions and Supports as Response to Intervention

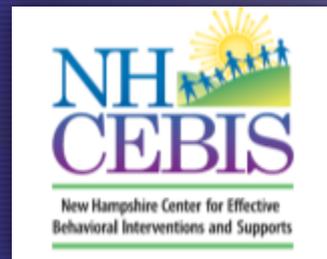
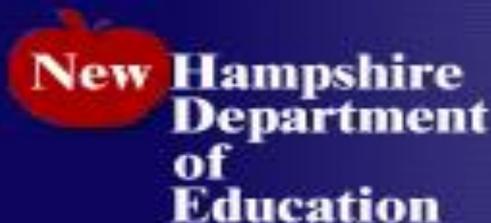
## Day 1

### March 24, 2010

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is provided by  
the NH Bureau of Special Education,  
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Education, Office of Special Education  
and Rehabilitation Services



# NH RESPONDS Lead Partners

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- NH Dept. of Education- Bureau of Special Education
- NH Center for Effective Behavioral Interventions and Supports at SERESC
  - Expertise in Positive Behavior Supports
  - Expertise in integration of mental health and school supports
- Institute on Disability at University of NH
  - Expertise in Literacy within an RtI model
  - Expertise in PBIS and Intensive Interventions (RENEW) for Secondary Transition and Dropout Prevention
- Parent Information Center
  - Expertise in effective parent involvement and communications



# Designing Tier 2 RtI Systems

## Agenda for the Morning

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1. Response to Intervention Overview
2. Review of Tier 1
3. Readiness for Tier 2 Secondary Prevention
  - a) Assessing Tier 1
  - b) Activities: Tier 2 Assessment, Mapping Current Teams and Supports
4. Building a Tier 2 Team
  - a) Membership
  - b) Mission
  - c) Norms
  - d) Operating Procedures
  - e) Activities: Collaborative Team Checklist, Mission, Norms
5. Overview of Tier 2 Systems Support
6. Aligning with Current Tier 1, 2, 3 Support
7. Family Engagement in Tier 2



# Designing Tier 2 RtI Systems

## Agenda for the Afternoon

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### 6. Early Identification of Students in Need of Tier 2 Supports

#### a) Teacher Nomination

- Process
- Forms
- Activities: Developing Processes, Forms

#### b) Behavioral Indicators and Cut Scores

#### c) Systematic Screening

- Rationale
- Readiness: Tier II supports, Policies, Consent
- BASC II BESS and SRSS

### 7. Action Planning, Homework, Foreshadowing Day 2



# Outcomes for the Day

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1. To set the context for secondary prevention systems, practices and data (review Tier 1 and Readiness)
2. To learn the systems features of secondary prevention for students at risk of developing behavior disorders
3. To learn how parents can support Tier 2
4. To learn how to support Tier 2 teams in early identification of students at risk
  - Teacher Activation
  - Behavioral Indicators and Cut Scores
  - Systematic Screening
5. To action plan features and next steps



# Responsiveness to Intervention (RtI)

Batsche et al. (2006)

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RtI is defined as *“the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions.”*



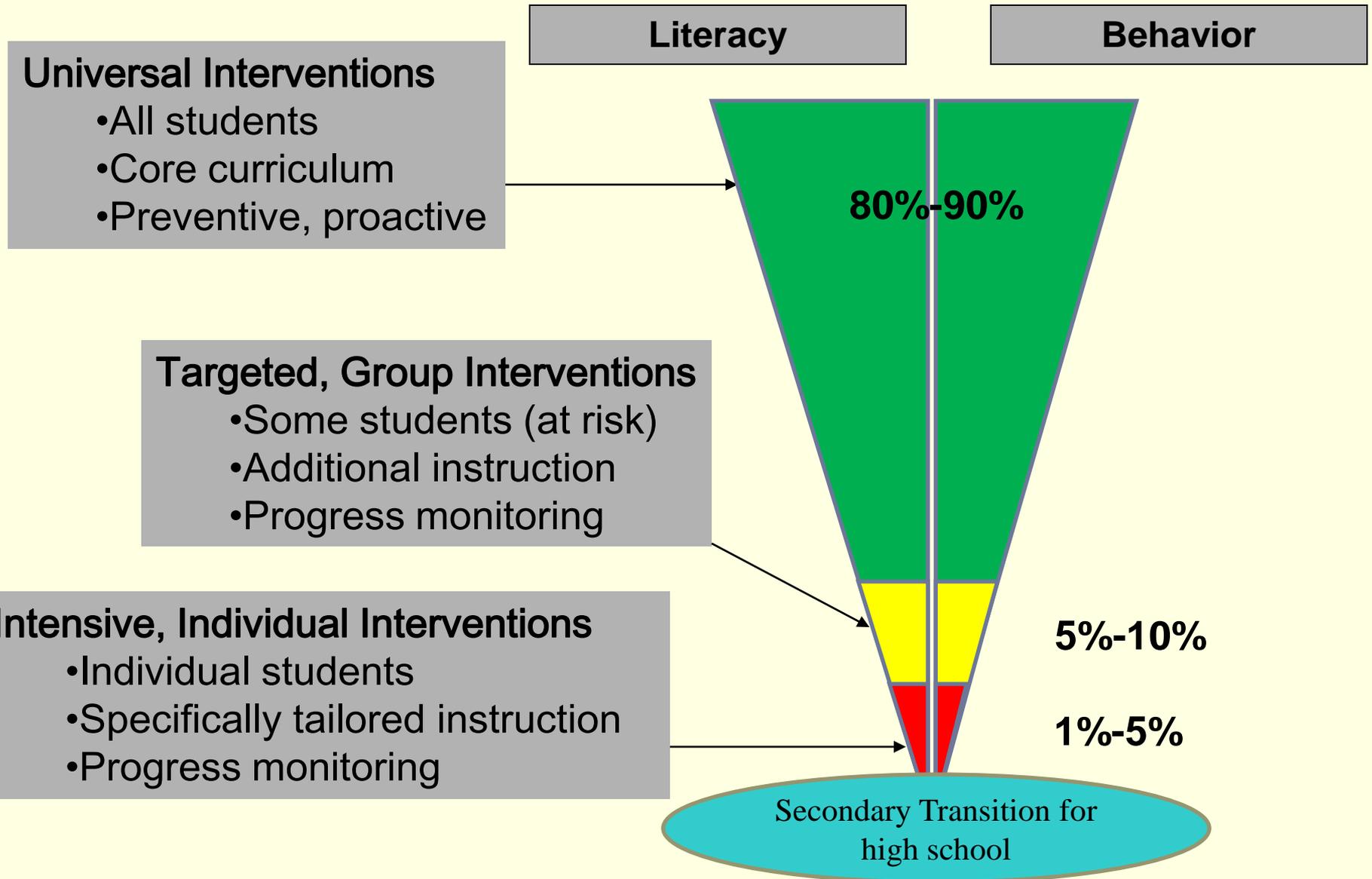
# Guiding Principle: Social Behavior and Achievement are Linked

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- To improve the academic success of our children, we must also improve their social success.
- Academic and social failures are reciprocally and inextricably related.
- As a result, systems to support behavior and literacy should be integrated.



# Systemic Process of RtI



# Tier 1 – Universal

Whole School, All students, Screening and Early Identification

## Literacy Standards

Word ID

Language Comprehension

Print Processing

## School Culture

Behavior Expectations

Promotion of Positive Behavior  
(define, teach, recognize)

Response to problem behavior  
(define behaviors and response processes)

## Tools

Explicit instruction/modeling  
Systematic instruction/skill-building  
Ample practice opportunities  
Immediate corrective feedback  
Differentiated instruction  
Continuous assessment

## Data

Weekly data reports of  
problem behavior;  
Attendance,  
Periodic self-  
assessments

## Data

DIBELS  
NWEA  
AIMSweb  
Other

## Tools

Research-based literacy curriculum  
Classroom-wide and small group  
Benchmark assessment  
Data-driven instruction

## Tools

Matrix of expected behaviors  
Teaching plan and practice  
Recognition plan  
Problem behavior definitions  
Response process  
Reporting/Data collection

Movement to Tier 2 supported by effective decision rules, goal-setting, progress monitoring, fidelity of implementation, use of evidence-based instruments and linkage to specific skill deficits

## Tier 2 – Targeted

Small Groups and Individual Supports Based on Similarities of Needs and Data

### Literacy

Additional group instruction  
time to address specific skill  
needs

### Behavior

Teacher Check, Connect, Expect  
Targeted group interventions  
based on skills and function of behavior

#### Data

DIBELS  
AIMSweb  
Other

#### Tools

Diagnostic assessment  
Small groups based on  
specific skill needs  
(e.g., comprehension,  
sight word recognition,  
vocabulary)

#### Tools

TCCE  
Check-In, Check-Out  
PASS (Preparing and  
Supporting Self-  
Managers)  
And other group  
interventions  
Functional Behavioral  
Assessment and Support

#### Data

Weekly data  
reports of problem  
behavior or  
prosocial behavior  
Progress  
monitoring of  
group  
interventions  
Periodic self-  
assessments

Movement to Tier 3 or 1 supported by effective decision rules, goal-setting, progress monitoring, fidelity of implementation, use of evidence-based instruments and linkage to specific skill deficits

# Tier 3 – Intensive

Individual Assistance Focused on Needs and Data

## Literacy

Additional individual instruction time to address specific skill needs

## Behavior

Individualized planning for behavior supports

### Data

DIBELS  
AIMSweb  
Diagnostic Assessment

### Tools

One-on-one instruction  
Explicit instruction/modeling  
Systematic instruction/skill-building  
Ample practice opportunities  
Immediate corrective feedback  
Alternative Education Planning (HS)

### Tools

Functional behavioral Assessment  
Behavior Support Plan  
Person-Centered Planning  
Life Space Crisis Intervention (LSCI)  
Wraparound  
RENEW School-to Career Planning (HS)  
Alternative Education Plans (HS)

### Data

Weekly data reports of problem behavior  
Progress monitoring of student  
Periodic self-assessments  
Student Progress Tracker (HS)



# Positive Behavioral Interventions and Supports as Response to Intervention

## Muscott & Mann (2007)

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- PBIS is a systematic framework for improving valued social, emotional, behavioral and learning outcomes for children in K-12 schools.
- PBIS uses a broad set of evidence-based systemic and individualized strategies to effectively prevent and respond to problem behavior.
- PBIS is a strategic approach in which collaborative teams use effective group processes and data-based decision-making to achieve desired outcomes.



# Essential Beliefs of PBIS as RtI for Behavior

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1. Belief that schools matter and that it is never too late to support behavior change
2. Belief that academics and behavior are interconnected and that behavior should be taught – even in high schools
3. Belief in shared leadership and site-based leadership
4. Belief in science to support practices
5. Belief in youth engagement and voice
6. Belief in family engagement and voice



# Supporting systemic change in a school community is a long-term journey that begins with dreams and ideas

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Which can be **embraced** by faculty, administration, students, families, and community members

- initially with **Words**
- which develop into **Actions or Behaviors**
- and then become **Habits through Practice**
- to ultimately form **Climate or Culture**



# Cultural Conundrums

- A conundrum is a puzzle, mystery or challenge
- Beliefs present *Cultural Conundrums* for programs, schools and families
- These conundrums become barriers if not “put on the table” and worked through
- Left unattended, they present the potential to undermine efforts
- People get frustrated, upset or apathetic
- They can split a program or school staff
- They require strategic and systems thinking to address
- They are an important factor in determining successful vs. unsuccessful implementation



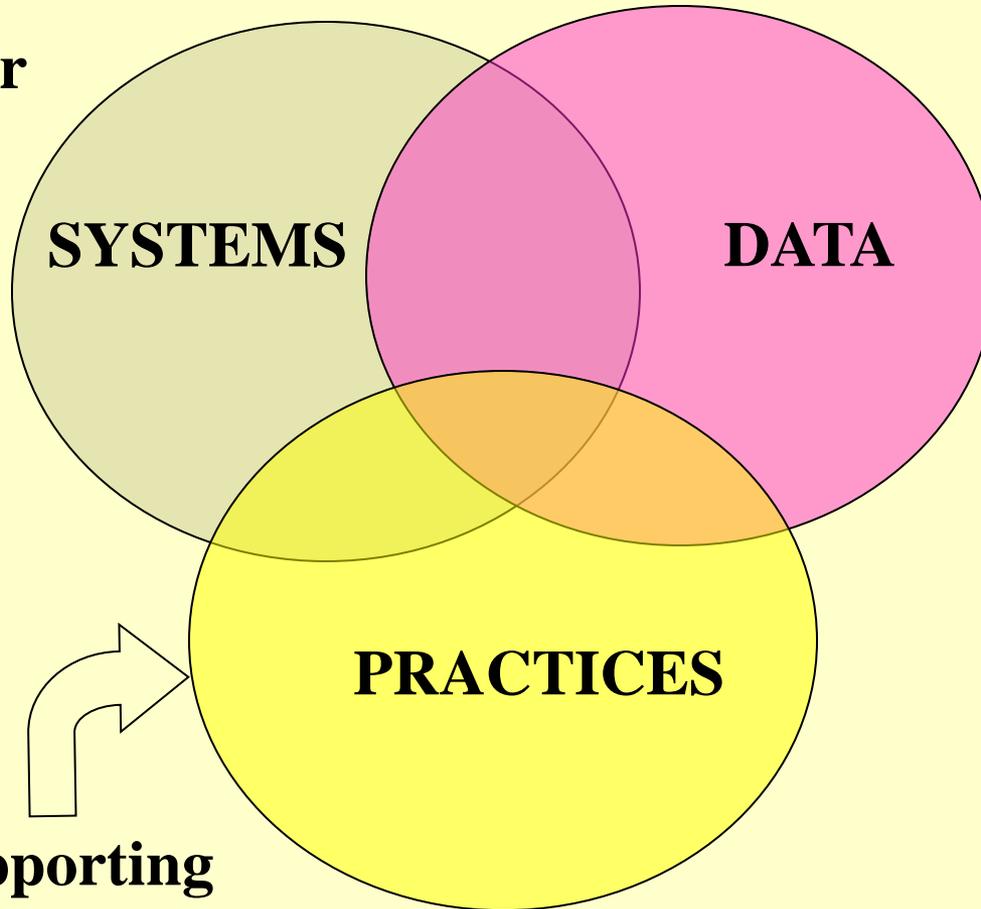
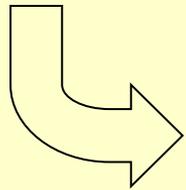
# One Size Fits All?

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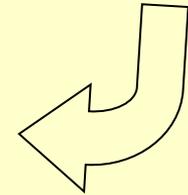
- We know there are three types of students: typical, those at risk for developing behavior problems, and those with intense and chronic needs.
- We understand that some believe that if we only get rid of the “bad” students this place would great, while others understand this approach fails to support many students who are worth our efforts and can be reclaimed.
- We believe that we don’t have a child to waste and that building comprehensive systems that work are in everyone’s best interest.

# PBIS Support Systems

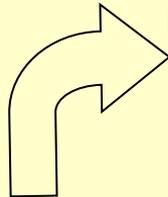
**Supporting  
Staff Behavior**



**Supporting  
Decision  
Making**



**Supporting  
Student Behavior**





# PBIS-NH Emphasis on Prevention

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## Primary

- *Reduce **new** cases of problem behavior*

## Secondary

- *Reduce **current** cases of problem behavior*

## Tertiary

- *Reduce **complications, intensity, severity** of current cases*

# New Hampshire's System of Care and Education

School-wide and General Education Classroom Systems for Preventative Instructional and Behavior Management Practices  
Systematic Screening  
Promote Positive Parent Contact

Efficient Systematic Intervention for Students Who Do Not Respond to SW and Classroom Prevention and Response Systems

Array of Evidence-Based Group Interventions Addressing Prevalent Functions of Behavior Available for Students Who Don't Respond to SW and Social Contracting

Function-Based Support Planning  
(Functional Assessment and Intervention Planning)  
Available for SW and Group non-responders

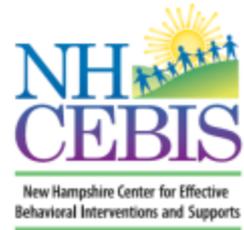
Intensive Behavior Support Plans and Crisis Intervention

Linkages to Community-based Supports

School-based Intensive Supports

Linkages to Wrap-NH Facilitation

Linkages to Case Centered Collaboratives



*Mann & Muscott (2007)*



# A 3-Tier Approach

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- Tier 1, primary prevention, is designed to address the **whole population**
- While applied to the entire student body, the emphasis here is on reaching the approximately **80-90%** of students who do not have serious behavior problems or mental health needs
- The purpose of universal strategies is to **maximize achievement, deter problem behavior, and increase positive peer and adult interactions**



# A 3-Tier Approach

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- Tier 2, secondary prevention, is aimed at the roughly **5-10%** of students considered **at risk** for developing behavioral disorders or mental illness.
- These students enter school with **significant risk factors** and are usually **unresponsive** to universal prevention strategies alone.



# A 3-Tier Approach

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- The goal is two-fold:
  - To decrease **opportunities** in which high-risk behaviors might be fostered
  - To establish effective and efficient **prosocial repertoires** that would increase their responsiveness to primary interventions



# A 3-Tier Approach

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- Tier 3, tertiary prevention, targets the **1-5%** who display **symptoms or behaviors** related to **EBD or mental illness**.
- The goal of tertiary interventions is to **reduce the frequency, intensity and complexity** of students' maladaptive behavior patterns and provide them with **suitable, efficient and effective replacement behaviors** that will compete with their more maladaptive ones.
- Tertiary interventions are implemented for students with **significant needs** and are adapted to meet **individual needs**.

1. Universal Team  
and Processes

2. Youth  
Leadership

3. Communication  
with Staff and  
Families

Tier 1

Primary Prevention  
Universal  
Approaches

9. Systematic  
Screening

4. Schoolwide  
Expectations for  
All Locations

8. Responding to  
Problem Behavior

10. Data-Based  
Decision Making

5. Classroom  
Management

7. Recognize  
Students for  
Exhibiting Expected  
Behaviors

6. Teach  
Expectations  
in Locations



## Steps for Implementing Universal Systems of PBS

Create a *representative, credible and influential* universal leadership team that uses *effective processes* and is *mission and outcome driven*.

# It All Begins with an Effective Universal Leadership Team



# Leadership Teams at Yeshiva Keter Tora Mexico City



# That Knows How to Build Climate and Have Fun Too...



# ESTABLISHING A TEAM MISSION

**The mission of the REACH program is to present a comprehensive learning experience for all students by providing a positive, nurturing, respectful environment.**



Establishing Response to Intervention  
systems of support for  
Behavior and Literacy Success in Preschool

# Steps for Implementing Universal Systems in PBIS-NH

Establish procedures for *on-going communication* and *feedback* on the developing features of the program with *faculty, families, students* (as appropriate) *and administration.*



# Communicating with Faculty and Staff

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- It is important to have **regular and frequent** opportunities to **communicate information**, gather **feedback** and gain **consensus** from faculty and staff regarding the design, implementation and evaluation of the program.
- Take into consideration the **communication culture** of the program and past experiences.
- The larger the staff, the more complicated the challenge.
- The more experience staff have with consensus building, the easier the process.
- Make sure that feedback is summarized, analyzed and shared.



# Parents as Partners?

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- We know that parental involvement is a fundamental pillar of effective programs
- We understand that some see parents as the problem while others see them as part of the solution
- We believe that parents are important partners and we encourage programs to actively engage all types of parents in decision-making



# What Makes an Effective School?

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1. A learning environment that is safe, orderly and respectful
2. High expectations for student performance
3. A high degree of communication among teachers
4. A commitment to instruction in terms of task orientation and time on task



# What Makes an Effective School?

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5. Strong administrative leadership
6. Effective and efficient classroom and behavior management techniques
7. **Active parental involvement**

Blum, 1984; Walberg, 1990

# LONDONDERRY SOUTH SCHOOL

**RESPECT  
RESPONSIBILITY  
SAFETY  
ASK YOUR CHILD.**

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# Dublin Consolidated ES Teaching the ABC Expectations

STAY TUNED! ABC's GAME ~ FRIDAY!

How well do you know the ABC's? Teams will test their knowledge at lunch!

Doritos  
Fritos  
Smarties  
Doritos

FAIR  
MAJORS ILL.  
AUG. 9 @ 13  
AVIATION  
BOY FRANCIS  
"SKY HIGH" DRUM



# Student Leadership Teams PBIS-NH & Main Street Academix

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# Student Leadership Teams

## Main Street Academix & NHCEBIS

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- We empower **diverse** groups of students to form their own leadership teams & to serve as **partners** with their Universal Teams.
- Small groups of student leaders take turns attending Universal Team meetings.
- Students collect their own data on school climate and respect, set their own improvement goals, and develop action projects.



## MainStreetAcademix

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MSA brings educators and students together  
to improve schools



# PBIS-NH & Main Street Academix Safe Measures Program ([www.msanh.com](http://www.msanh.com))



*“e are determined to create a level of respect in our school that goes beyond today's formal boundaries and reaches every student, teacher and staff member of \”*



# Main Street Academix: Safe Measures Program ([www.msanh.com](http://www.msanh.com))

## Woodsville HS Bullying and Harassment Prevention



**“I Accept Rachel’s Challenge!”**

1. Eliminate Prejudice by Looking for the Best in Others
2. Dare to Dream - Set Goals - Keep a Journal
3. Choose your influences - input determines output
4. Kind Words - Small Acts of Kindness = HUGE impact
5. Start a Chain Reaction with family & friends

A photograph showing several students gathered around a long table, signing a large white banner. The banner has the words "ACCEPT RACHEL'S CHALLENGE" printed on it in red and black. One student in a blue shirt is writing on the banner. Another student in a red shirt is also writing. In the background, there are other students and a poster on the wall.A drawing of a pencil with a purple eraser and a yellow body, lying horizontally.



# PBIS-NH and Somersworth HS S-Cubed: Somersworth Social Skills

## Peers as Social Coaches

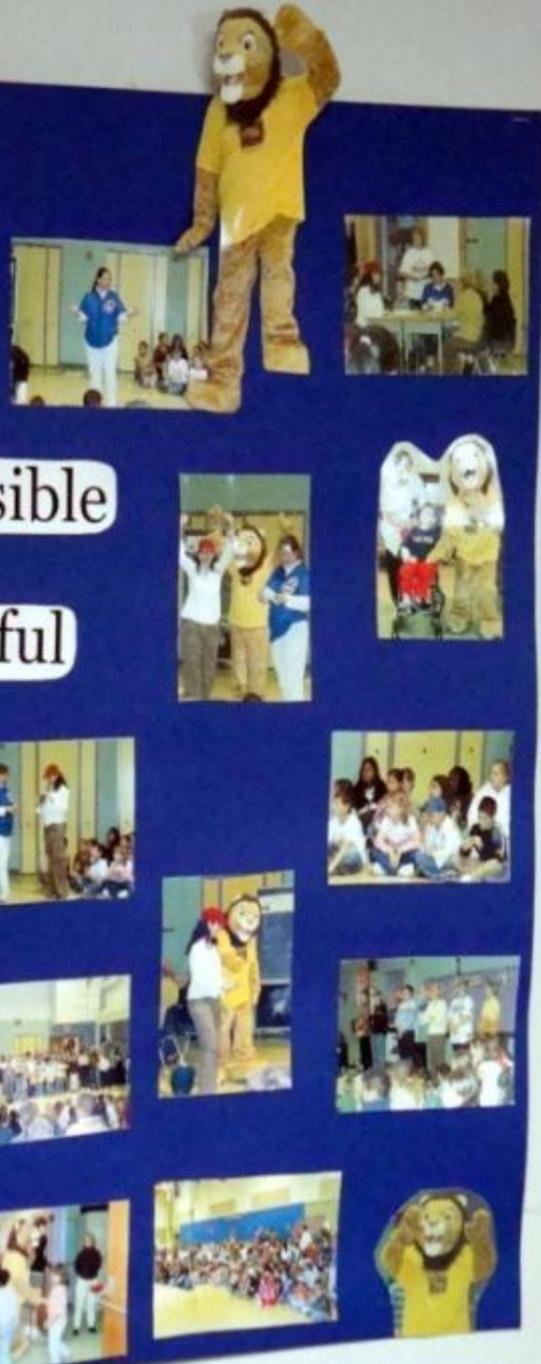


# Steps for Implementing Universal Systems in PBIS

Develop a *cultural theme*  
that will help the program  
*sustain* over time.

# Amherst Street Elementary School BARRY Culture

**B**e  
**A** Safe  
**R**esponsible  
**R**espectful  
**Y**ou !



Amherst Street School  
community builds strong  
minds, healthy bodies, and  
responsible citizens in a safe  
respectful environment.

# DANTE

By Ms. Grasso's  
5th Grade 2009

ANGELA NICHOLAS  
MATT JOSHUA  
KYLE R.

MARLEIGH AYSHA  
PATRICK  
ALLISON  
MIAMI TRACY

HEATHER  
JAY  
HELYN

LEXIS  
RENEE D





# Introducing the Program to Students and Families at Marlborough



# Great Brook MS Bobcats PBIS and Change for Haiti

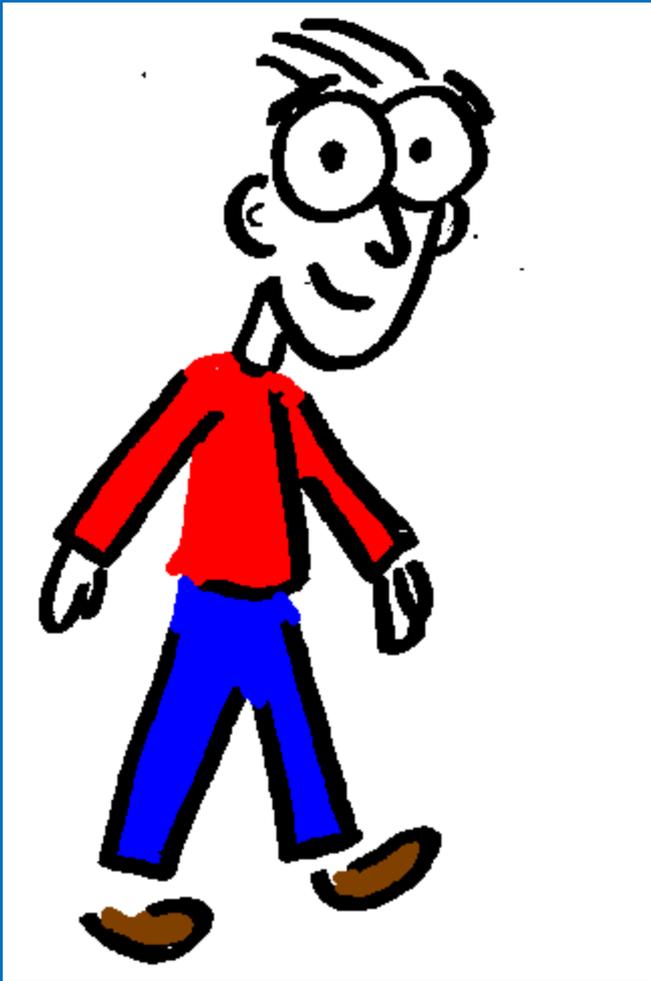


# Star Quest Pledge

I am a Sandown  
North Star.

I know the five  
points that will  
take me far.





First, I am Safe  
so I may stay  
healthy enough to  
learn and to play.

Second, I am  
Trustworthy

because I take care  
of what's yours  
and what's mine.

It's just plain fair.

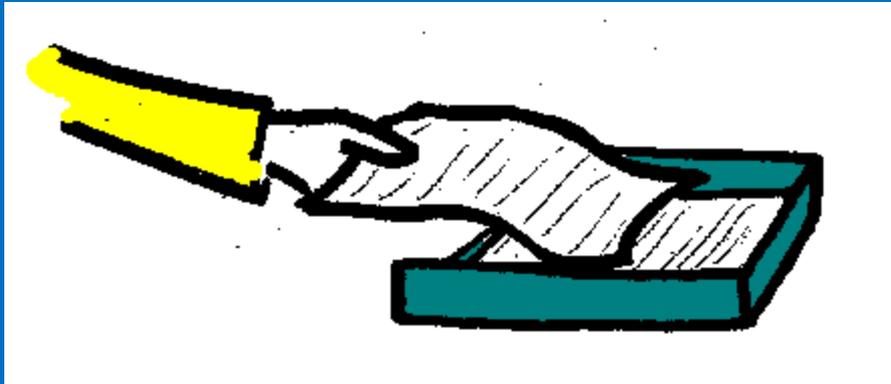


Third, I am Always respectful.

I'm forever trying with all of my might to treat every person right.



Fourth, I am  
Responsible.



Whether the task is  
hard or fun

My aim is always to  
get it done.

Fifth, I am me!



As I follow and lead  
as we journey forth

I know I am an  
important part of  
Sandown North.



# Behavior Purpose Statement

*(Mission Statement)*

Together, we will help each other and ourselves work hard and be ready to learn, be respectful, and fulfill our roles at school and in the community. Together we will be positive and responsible to create a welcome environment for all students and staff.

| <i><b>Native/<br/>Community<br/>Cultural<br/>Values</b></i>      | <i><b>Rules in<br/>Routines</b></i> →<br><i><b>Expectations</b></i><br>↓ |
|--|--|
| <i>Piapai gurag lui</i><br><small>(@ulti-tense 3+ {we})</small>  | Be Respectful  |
| <i>Tunig si ma lu ta</i><br><small>(@ulti-tense 3+ {we})</small> | Be Responsible   |
| <i>Sau tiug tuut</i><br><small>(@ulti-tense 3+ {we})</small>     | Will Work Hard   |
| <i>Ili saa tuaksraut</i><br><small>(@ulti-tense 3+ {we})</small> | Will Learn   |
| <i>Nagua tuu</i><br><small>(@ulti-tense 3+ {we})</small>         | Be Positive  |



## Iñupiaq Cultural Values

### Iñupiat Ilitquasiat

Every Iñupiaq is responsible to all other Iñupiat for the survival of our cultural spirit, and values and traditions through which it survives. Through our extended family, we retain, teach, and live our Iñupiat way.

With guidance and support from Elders, we must teach our children Iñupiaq values:

- Knowledge of Language
- Sharing
- Respect for Others
- Cooperation
- Respect for Elders
- Love for Children
- Hard Work
- Knowledge of Family Tree
- Avoidance of Conflict
- Respect for Nature
- Spirituality
- Humor
- Family Roles
- Hunter Success
- Domestic Skills
- Humility
- Responsibility to Tribe

## Alaska Native Peoples, Languages, and Values



MESH-AK

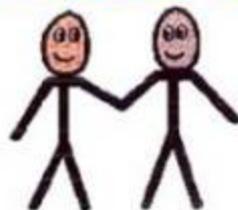


# Steps for Implementing Universal Systems in PBIS

Establish a clear set of *positively stated* program or schoolwide *behavioral expectations* based on *needs* and *culture*.



**BE SAFE**



**BE KIND**



**WORK TOGETHER**



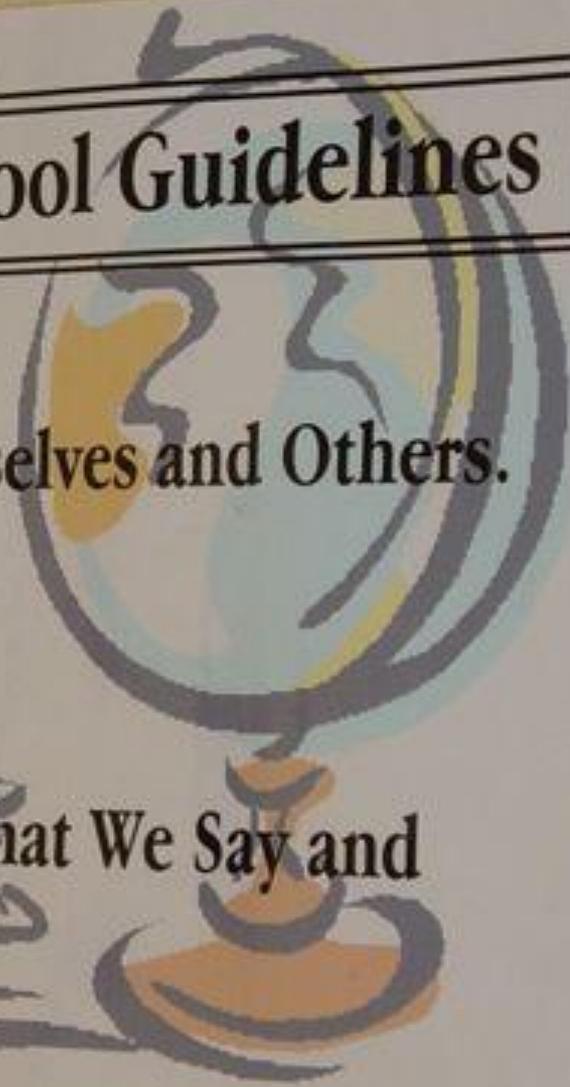
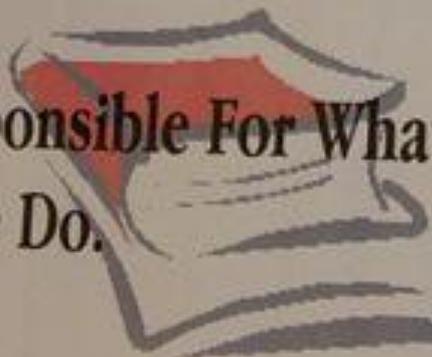
# Antrim Elementary School Eagle Soars



*"You cannot do  
kindness too soon for  
you never know when*

# James Mastricola School Guidelines

1. We Show respect For Ourselves and Others.
2. We Work and Play Safely.
3. We Are Responsible For What We Say and For What We Do.

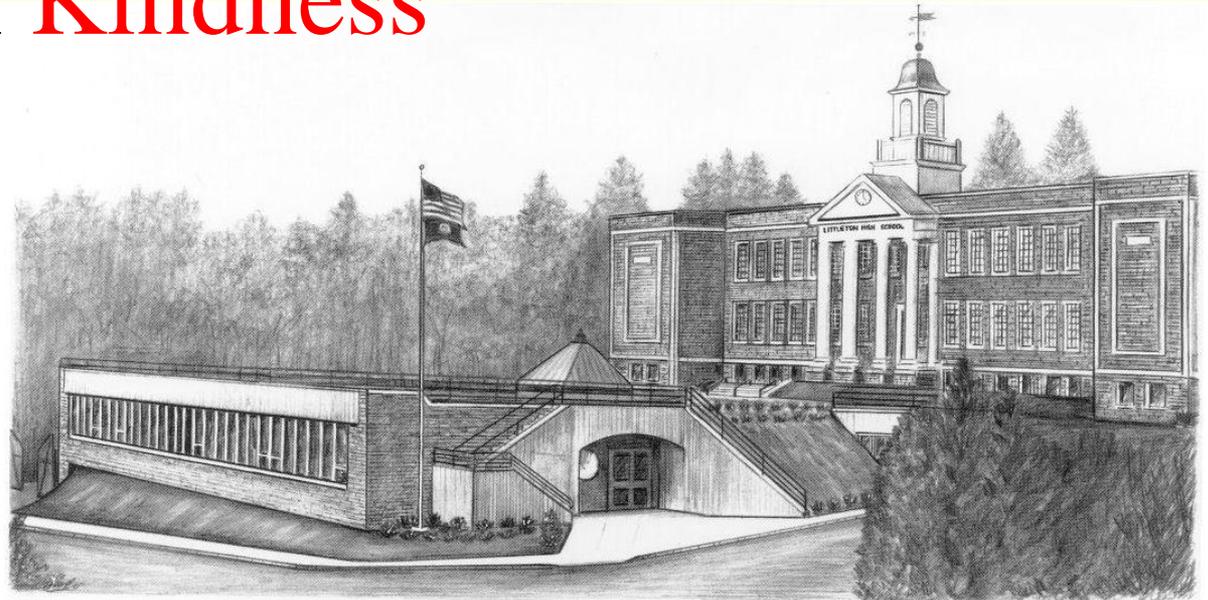


# South Meadow Middle School Expectations



# Littleton High School **ROCKS**

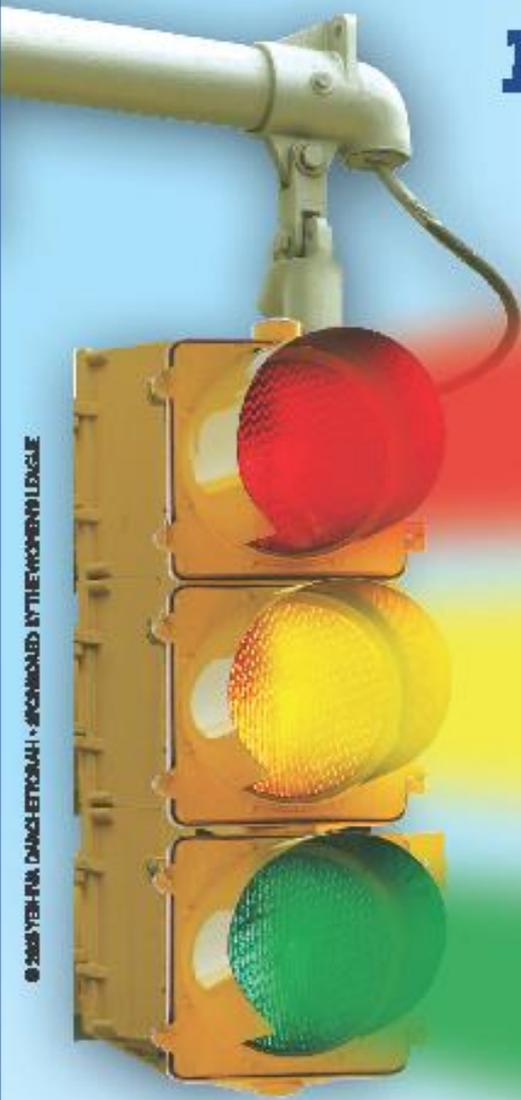
- Be **Respectful**
- Take advantage of **Opportunity**
- Be a good **Citizen**
- Act with **Kindness**
- Be **Safe**





Center for School Evaluation, Intervention, & Training, Loyola University of Chicago [www.luc.edu/cseit](http://www.luc.edu/cseit)

# Directions for Success



**זהירות**  
**Safety**

**כבוד**  
**Respect**

**אחריות**  
**Responsibility**

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Yeshiva Darchei Torah



# Bais Hachinuch Ari Program

Hisgaber K'ari

*Responsibility*

*Respect*

*Reaching Higher*

- From Shulchan Aruch (basic code of Torah law)
- One should strengthen himself like a lion in the service of his Creator each morning

# Steps for Implementing Universal Systems in PBIS

Clearly *define expected behaviors* in the different settings *by location* (e.g., classroom, bus, bathroom, hallway, playground, temple) *or routine* (e.g., arrival, lunch, circle time).



*Dante Says:* **IN THE  
CAFETERIA**

**Respect Yourself:**

- Practice good table and line manners
- Remain seated at assigned table until dismissed

**Respect Others:**

- Stop and listen when signaled
- Keep hands and feet to self

**Respect the Environment:**

- Keep it clean

# Playground Expectations

## Amherst Street Elementary School



- ◆ Follow adult directions
- ◆ Be a good sport
- ◆ Use kind words
- ◆ Play fair
- ◆ Follow your Pledge
- ◆ Return everything you borrowed
- ◆ Walk quietly into the building
- ◆ Use playground equipment properly
- ◆ Report unsafe behavior
- ◆ Stay in the playground area



# YESHIVA BAIS HACHINUCH “ARI PROGRAM”

## HALLWAY

### BE RESPECTFUL

- ✓ Use “indoor voice”
- ✓ Keep hands to yourself
- ✓ Walk calmly and considerately
- ✓ Walk around two adults who are talking

### BE RESPONSIBLE

- ✓ Keep hallway clean and neat
- ✓ Go directly to where you belong
- ✓ Use two paper towels to dry hands

### REACH HIGHER

- ✓ Pick up trash
- ✓ Help others with their things (especially rebbe/teacher)
- ✓ Greet others with a smile
- ✓ Hold open door for others

# LITTLETON High School ROCKS

|                                    | <b>R</b> ESPECT   | <b>O</b> PPORTUNITY  | <b>C</b> ITIZENSHIP  | <b>K</b> INDNESS   | <b>S</b> AFETY   |
|------------------------------------|---|--|--|--|--|
| <b>In the classroom</b>            | <ul style="list-style-type: none"> <li>•Pay attention to classroom activities.</li> <li>•Maintain a positive And open attitude.</li> <li>•Follow the dress code.</li> <li>•Help each other.</li> </ul>        | <ul style="list-style-type: none"> <li>•Be prepared to start class.</li> <li>•Be an active learner – buy in.</li> <li>•Take advantage of classroom resources.</li> </ul> | <ul style="list-style-type: none"> <li>•Pull your weight when doing group work.</li> <li>•Stand quietly during the pledge of allegiance.</li> <li>•Support others’ learning and positive behavior.</li> <li>•Recycle.</li> </ul> | <ul style="list-style-type: none"> <li>•Listen to classmates and teachers.</li> <li>•Work together.</li> <li>•Be patient and open.</li> <li>•Ask before you borrow and return it.</li> </ul> | <ul style="list-style-type: none"> <li>•Know emergency procedures and take practice seriously.</li> <li>•Follow teachers’ safety guidelines.</li> <li>•Have regard for others.</li> <li>•Keep public spaces clear.</li> </ul>  |
| <b>In the hallway</b>              | <ul style="list-style-type: none"> <li>•Use appropriate language.</li> <li>•Strive for positive interactions with others.</li> <li>•Follow the dress code.</li> <li>•Honor others’ personal space.</li> </ul> | <ul style="list-style-type: none"> <li>•Keep track of time.</li> <li>•Apologize if you bump into somebody.</li> <li>•Pay attention to the bulletin boards.</li> </ul>    | <ul style="list-style-type: none"> <li>•Help others in need.</li> <li>•Hold doors.</li> <li>•Keep surroundings clean.</li> </ul>   | <ul style="list-style-type: none"> <li>•If someone drops something, help him/her pick it up.</li> <li>•Acknowledge everyone in a positive manner.</li> </ul>                                 | <ul style="list-style-type: none"> <li>•Use only your locker and keep it locked.</li> <li>•Pay attention to others around you.</li> <li>•Keep comments about yourself and others positive.</li> <li>•Keep the hall floors clear.</li> <li>•Maintain orderly behavior.</li> </ul> |
| <b>In the bathroom/locker room</b> | <ul style="list-style-type: none"> <li>•Flush!</li> <li>•Keep track of your own belongings</li> <li>•Leave others’ alone.</li> <li>•Clean up after yourself.</li> </ul>                                       | <ul style="list-style-type: none"> <li>•Promote health.</li> <li>•Use before school, between classes and at breaks.</li> </ul>   | <ul style="list-style-type: none"> <li>•Report problems.</li> <li>•Honor privacy.</li> </ul>   | <ul style="list-style-type: none"> <li>•Keep it clean.</li> <li>•Keep it graffiti free.</li> </ul>   | <ul style="list-style-type: none"> <li>•Report safety issues.</li> <li>•Wash your hands.</li> <li>•Keep exits clear.</li> </ul>  |

# Steps for Implementing Universal Systems in PBIS

Align *classroom management* and management of *nonclassroom* settings to program or schoolwide system.



# Classroom Expectations Aligned to Schoolwide

---

1. Follow adult directions (Respect)
2. Raise your hand to get help (Respect)
3. Have materials ready (Responsible)
4. Complete your work (Responsible)
5. Use kind words with others (Respect)
6. Give your best effort (Learner)

# Designing Classroom Routines

| <b>Routine</b>                | <b>Desired Behavior</b>       | <b>Signal</b>        | <b>Teach Routine</b>           |
|-------------------------------|-------------------------------|----------------------|--------------------------------|
| Entering class                | Walk in, sit down, start work | Instruction on board | Positive and Negative Examples |
| Obtaining class attention     | Orient to teacher, be quiet   | ?                    |                                |
| Getting help during seat work | ?                             | ?                    |                                |

# Steps for Implementing Universal Systems in PBIS

Develop an *initial* program or schoolwide *teaching plan* using *evidence-based instructional strategies* for *teaching* the *expected behaviors in one setting/context* to *all students* based on *data*.

# Marlborough Dukes' Code of Honor



## HALLWAYS

### RESPECT

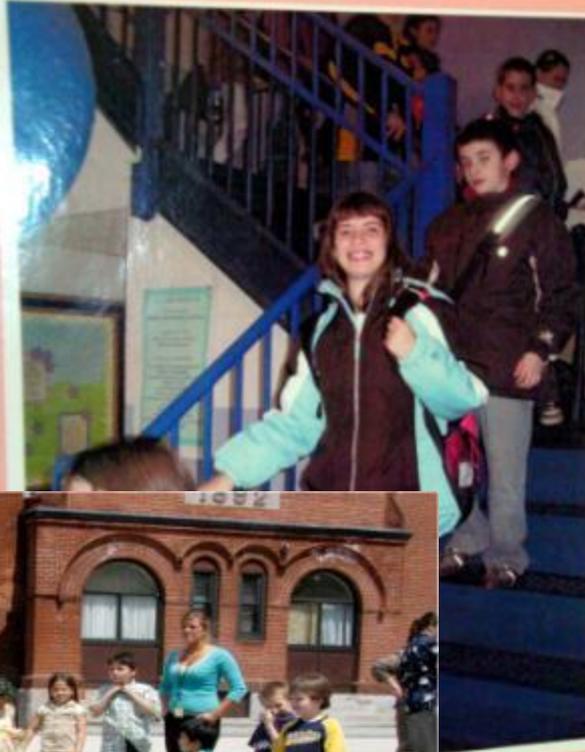
- ◆ Keep your place in line
- ◆ Use indoor voices
- ◆ Use kind words to others
- ◆ Allow others to pass through your line

### RESPONSIBILITY

- ◆ Head directly to your destination
- ◆ Keep hands and body off walls and doors
- ◆ Keep hallways clean

### SAFETY

- ◆ Walk
- ◆ Always ahead walking right side
- ◆ Keep hands and feet self
- ◆ Hold doors for those behind you



Safety is *holding* the railing, staying to the *right* and taking *one* stair at a time.



# Steps for Implementing Universal Systems in PBIS-NH

Develop *procedures* to  
*recognize students* when they  
*exhibit the expected*  
*behaviors* in the  
setting/context that is *aligned*  
with the *teaching plan*.



# To Recognize or To Ignore?

---

- We know that increasing positive contacts and recognizing students for expected behavior creates a positive climate and increases the chances students will behave as expected
- We understand that some see little value in recognizing students for behaviors they should already know while others understand that recognition is a fundamental human need at any age
- We believe that high rates of positive contacts and recognizing expected behaviors create a welcoming and caring learning environment



# Are “Rewards” Dangerous?

---

“...our research team has conducted a series of reviews and analysis of (the reward) literature; our conclusion is that **there is no inherent negative property of reward**. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances.”

Cameron, 2002

Cameron & Pierce, 1994, 2002

Cameron, Banko & Pierce, 2001



# Hawks' Nest



IF I GOT SHOOTED BY  
HOW NEAR





# Antrim Elementary School Eagle Soars Recognition







# Classroom Acknowledgements at Sandown North Elementary School

---

**Star Gram  
Congratulations!**

I noticed Ms. Skelton class  
using "STAR" behavior in  
the hallway!!



**GREAT JOB!**

Safe  
Trustworthy  
Always Respectful  
Responsible



# Great Brook Middle School

**PAWSITIVE BY GRADE**  
**AS OF 1/19/10**

|  | 5TH | 6TH  | 7TH | 8TH |
|--|-----|------|-----|-----|
|  | 776 | 1059 | 724 | 538 |

A small white paper with text is pinned to the right side of the red poster.

# Buzzy Buck

Thank you \_\_\_\_\_ (student name) Day \_\_\_\_\_

For being .....

|                          |                     |
|--------------------------|---------------------|
| <input type="checkbox"/> | <b>P</b> roductive  |
| <input type="checkbox"/> | <b>A</b> ppropriate |
| <input type="checkbox"/> | <b>R</b> esponsible |
| <input type="checkbox"/> | <b>R</b> espectful  |



\_\_\_\_\_  
(teacher's signature)

\_\_\_\_\_  
(Date)



**DEPOT**  
**Tuesday & Wednesday 7:10-7:40**  
**Friday 2:45-3:15**

sweatshirt 20.00

beanie hat 3.00

T-shirt 10.00/8-BB

Pencil 0.50/1BB

Pen 1.00/2BB

#2 Pencil 0.75/1BB

Generic Click Pen 1.00/2BB



Lanyard

3.50/

3BB



White 2" binder 4.00/5BB

Set of 8 dividers 2.50/3BB

Beanie baby hornet 5.00/4BB

Mini Hornet key chain 3BB



Nike Notebook 3.00/ 5BB

sports bag 15.00/12BB

cinch bag 10.00



Eraser 0.75/2BB  
 Sketchbook 5.00/6BB  
 Rulers 1.00/ 3BB  
 Pencil sharpener 1.00/2BB



Leather bag 12.00/ 10BB

Bell Black/Green 6.00/ 5BB

canvas backpack



Plain 2-pocket folder 1.50/2BB



Logo 2-pocket folder 2BB

Logo 2" binder 5BB

flip top bag 12.00/10BB



BB= Buzzy Bucks

There are items that can only be purchased with either BB or Money  
 Cash only!!



# DEPOT



| ITEM  | Redeemed with Buzzy Bucks | Dollar cost              |
|---|---------------------------|--------------------------|
| Logo folder   | 2                         | Not redeemable with cash |
| Logo Sweatshirt   | 15                        | 25.00                    |
| Logo t-shirt  | 8                         | 10.00                    |
| Logo 2" binder  | 5                         | 3.00                     |
|  Pencil        | 1                         | 0.50                     |
|  Pen           | 2                         | 1.00                     |
| Beanie Hornet   | 4                         | 5.00                     |
| Mini hornet   | 3                         | Not redeemable with cash |
|  Lanyard       | 2                         | 2.50                     |
|  Stocking Hat  | 4                         | 4.00                     |
|  Sports bag    | 10                        | 12.00                    |
|  Cinch bag     | 6                         | 8.00                     |
|  Messenger bag | 10                        | 8.00                     |
|  Laptop bag    | 10                        | 10.00                    |
|  Round bag     | 8                         | 5.00                     |
| Bell backpack (blk & grn)   | 5                         | 5.00                     |
| Leather Backpack  | 10                        | 10.00                    |
| #2 pencil   | 1                         | 0.75                     |
| Bic pen   | 2                         | 1.00                     |
| White 2" binder   | 5                         | 4.00                     |
| 8 pack dividers   | 3                         | 2.50                     |
| Nike notebook   | 5                         | Not redeemable with cash |
| Plan folders  | 2                         | 1.50                     |
| Erasers   | 2                         | 0.75                     |
| Sketchbook  | 6                         | 5.00                     |
| Rulers  | 3                         | 2.00                     |
| Pencil sharpeners   | 3                         | 1.00                     |
|  windbreaker | 40                        | 50.00                    |
|  sweatshirt  | 25                        | 35.00                    |
|  fleece      | 35                        | 45.00                    |

Store Hours:  
 7:25am - 7:40am  
 2:45pm - 3:00pm

Center for School  
 Evaluation,  
 Intervention, &  
 Training, Loyola  
 University of  
 Chicago  
[www.luc.edu/cseit](http://www.luc.edu/cseit)



# Celebrate Successes

---

- Regularly engage in celebratory activities especially when success criteria is achieved and fluency is achieved by students
  - Improves school climate
  - Strategically plan to infuse culture with energy and excitement about learning
- Celebrate staff success

# Celebrating Positive Behavior at Mastricola Elementary School



GOOD  
JOB!

THIS SPACE IS  
RESERVED FOR:

AMHERST STREET SCHOOL

**EMPLOYEE  
OF THE WEEK!**

BE A SAFE,  
RESPECTFUL,  
RESPONSIBLE YOU!



# Steps for Implementing Universal Systems in PBIS

Establish *outcomes* and a strategy for *evaluating* the *effectiveness* of the *initial teaching and recognition plan* and use the *feedback* to *inform* the development of the *next teaching plan*.

# Schoolwide Outcomes

**Schoolwide  
Teaching**

**Schoolwide  
Recognizing**

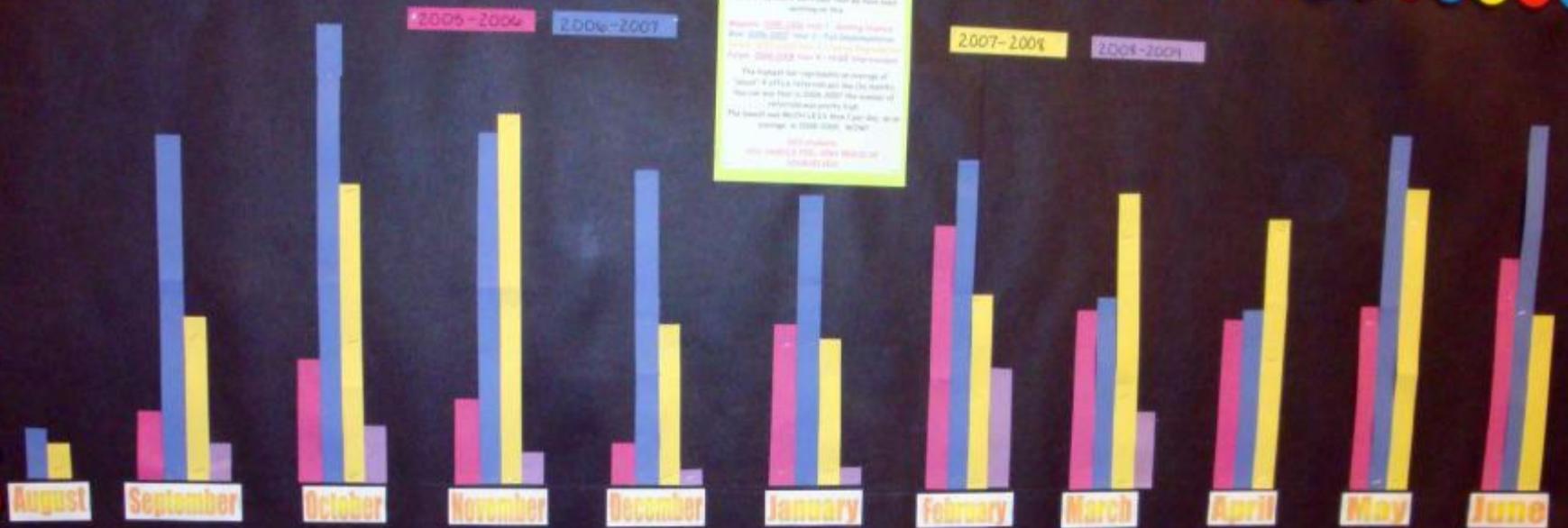
**Team  
Data-Based  
Decision  
Making**

**Assessing Effectiveness**

**BEVERLY**  
 873 staff and students have had reading time since 2006-2007. The number of office referrals has also gone up. The chart represents each year that we have had a reading time.

Months: 2006-2007 (pink), 2007-2008 (blue), 2008-2009 (yellow), 2009-2010 (purple)

The highest bar represents an average of 100% of staff & students reading time. The lowest was 2006-2007. The lowest was 2006-2007. The lowest was 2006-2007. The lowest was 2006-2007.



**LOOK HOW WE'VE IMPROVED WITH OUR ABC'S**

HERE

# Steps for Implementing Universal Systems in PBIS

Establish *procedures* for  
*responding* to and  
*discouraging problem*  
*behavior*



# An Ounce of Prevention or a Pound of Detention?

---

- We know teaching behavior is an effective form of prevention even if we feel the students should already know how to behave
- We understand that most discipline systems in school are reactive and that some people in your program or school see little need for teaching behaviors while others understand that regardless of whether students should know how to behave, teaching the expectations to all students in the school or program is required
- We believe in a preventive instructional approach where teaching the expectations to all students is the cornerstone of the program



# Consistent = Identical or Effective?

---

- We know that effective programs are predictable and consistent
- We understand that some see consistency as using identical strategies for everyone, while others understand the need for a consistent approach with flexible strategies
- We believe in a consistent approach where the goal is to find effective strategies to change behavior



# Procedures for Responding to Problem Behavior

---

- a. **Definitions** of Problem Behaviors  
(Majors vs. Minors)
- b. **Office Discipline Referral Form** or  
Form for Recording Problem Behaviors
- c. **Process for Responding** to Problem  
Behaviors
- d. **Consequences** (4 R's, Logical) for  
Problem Behaviors



# Review of Draft Behavior

## Definitions

|  |  |                                      |   |
|--|--|--------------------------------------|---|
| <p><b>Minor Inappropriate language</b></p> | <p>Low intensity inappropriate verbal language not directed toward an individual or group that does not interfere with the class, and that stops upon adult request (e.g. “Oh s---, this is boring,” said softly).</p> | <p><b>Major Abusive language</b></p> | <p>Verbal or written messages or gestures overtly directed toward someone (e.g., swearing, name calling and defaming language, drawings) or</p> <p>Low intensity inappropriate verbal language not directed toward an individual that does not stop upon adult request.</p> |
|--|--|--------------------------------------|---|

## JMES REFERRAL

Student: \_\_\_\_\_ Room# \_\_\_\_\_ Grade \_\_\_\_\_ Date: \_\_\_\_\_

Referred by: \_\_\_\_\_ Time: \_\_\_\_\_

Referred To: Administration \_\_\_\_\_ Counselor \_\_\_\_\_ Other \_\_\_\_\_

| Location<br>(Check one)   | Others<br>involved   | Behavior<br>(Check one)   | Possible<br>Motivation   | Initial steps<br>taken   |
|---|--|---|--|--|
| <input type="checkbox"/> Classroom<br><input type="checkbox"/> Hallway<br><input type="checkbox"/> Bathroom<br><input type="checkbox"/> Lunchroom<br><input type="checkbox"/> Playground<br><input type="checkbox"/> O'Neil<br>Field<br><input type="checkbox"/> Bus<br><input type="checkbox"/> PASS<br><input type="checkbox"/> Library<br><input type="checkbox"/> Unknown/other | <input type="checkbox"/> None<br><input type="checkbox"/> Peer _____<br><input type="checkbox"/> Staff _____<br><input type="checkbox"/> Unknown<br><input type="checkbox"/> Other _____ | <input type="checkbox"/> Unsafe physical action<br><input type="checkbox"/> Teasing /Taunting<br><input type="checkbox"/> Argumentative/ Noncompliance<br><input type="checkbox"/> Disrespect<br><input type="checkbox"/> Harassment/Bullying/Threatening<br><input type="checkbox"/> Inappropriate Language<br><input type="checkbox"/> Fighting/ Physical Aggression<br><input type="checkbox"/> Weapon<br><input type="checkbox"/> Theft/ Misuse of Property<br><input type="checkbox"/> Multiple minor violations<br><input type="checkbox"/> Other | <input type="checkbox"/> Attention<br><input type="checkbox"/> Avoid Peers<br><input type="checkbox"/> Avoid<br>Adults<br><input type="checkbox"/> Avoid<br>Academics<br><input type="checkbox"/> Obtain<br>item/activity<br><input type="checkbox"/> Don't Know<br><input type="checkbox"/> Other _____ | <input type="checkbox"/> Restricted<br>play<br><input type="checkbox"/> Classroom<br>Loss of recess<br><input type="checkbox"/> Parent<br>contact<br><input type="checkbox"/> Conference<br>with student<br><input type="checkbox"/> Sent directly<br>to office<br><input type="checkbox"/> Contract/plan<br><br><input type="checkbox"/> None |

Description: (Specify Times, Place, Those Involved, and Conditions)

\_\_\_\_\_

\_\_\_\_\_

Action Taken By: \_\_\_\_\_ Principal \_\_\_\_\_ Ast. Principal \_\_\_\_\_ Teacher \_\_\_\_\_ Counselor \_\_\_\_\_ Other \_\_\_\_\_

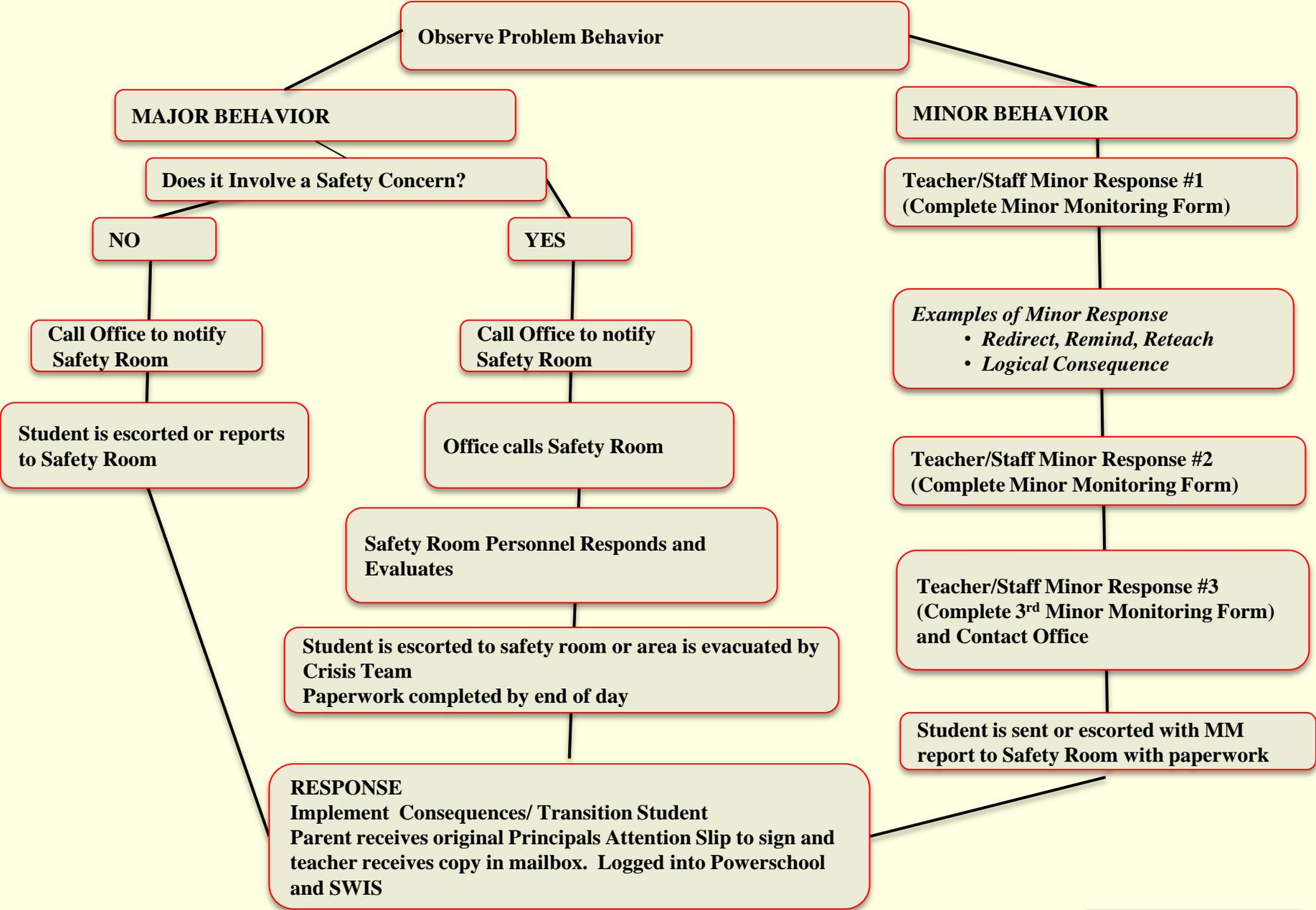
|  |   |
|--|---|
| <input type="checkbox"/> Conference with student<br><input type="checkbox"/> Verbal/Written Warning<br><input type="checkbox"/> Silent Lunch #of Days _____<br><input type="checkbox"/> Loss of Recess # of Days _____<br><input type="checkbox"/> After School Detention<br><input type="checkbox"/> Parent Notification (phone/note) | <input type="checkbox"/> In-School Suspension #of Days _____<br><input type="checkbox"/> Out-of- School Suspension #of Days _____<br><input type="checkbox"/> Community Service<br><input type="checkbox"/> Parent Conference Requested<br><input type="checkbox"/> Contract /Plan<br><input type="checkbox"/> Other: _____ |
|--|---|

Signed \_\_\_\_\_ Title \_\_\_\_\_

Parent(s) (Guardian): This is a copy of an office referral for your son or daughter made by a staff member at James Mastricola Elementary School. Please note the action taken and call us at 424-6218 if you have any questions. Please return the signed copy to the office.

Parent (Guardian) Signature \_\_\_\_\_ Date: \_\_\_\_\_

# TOWLE SCHOOL RESPONSE TO PROBLEM BEHAVIOR





# Goals of Responding to Minor Infractions

---

There are three goals we want to achieve when responding to problem behavior:

- To teach students that the problem behavior is not acceptable
- To teach students the acceptable behaviors
- To increase the likelihood that the problem behavior will not reoccur



# Responding to Minor Behavioral Infractions

---

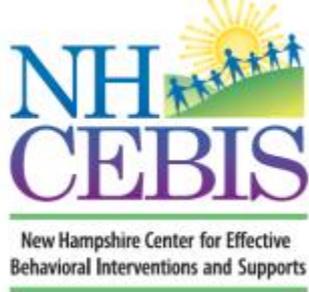
- Handle minor rule violations quickly, quietly, neutrally, with positive follow-up
  - Respectful, non-critical, non-argumentative
  - Resolve privately if possible
  - Focus on behavior, not student



# Responding to Minor Behavioral Infractions

---

- The Big 4 Rs
  - Reminders
  - Redirections
  - Reteaching
  - Appeal to Relationship
- Logical Consequences



# Steps for Implementing Universal Systems in PBIS

Identify an *efficient* school or program-wide *data management system* and *align* to procedures for *responding* to or *discouraging problem behavior*.



# Tier 1 Activity for Homework

Evaluate Tier 1  
Using 3.0 Checklist

1. Tier 2 Team  
and Processes

2. Aligning  
Tier 2 Team  
with System

# Tier 2 Secondary Prevention Targeted Approaches

## A Function-Based Perspective

Muscott & Mann (2009)

3. Communication  
with Staff and  
Families

8. Data-Based  
Decision Making

4. Early Identification  
and Nomination  
Processes

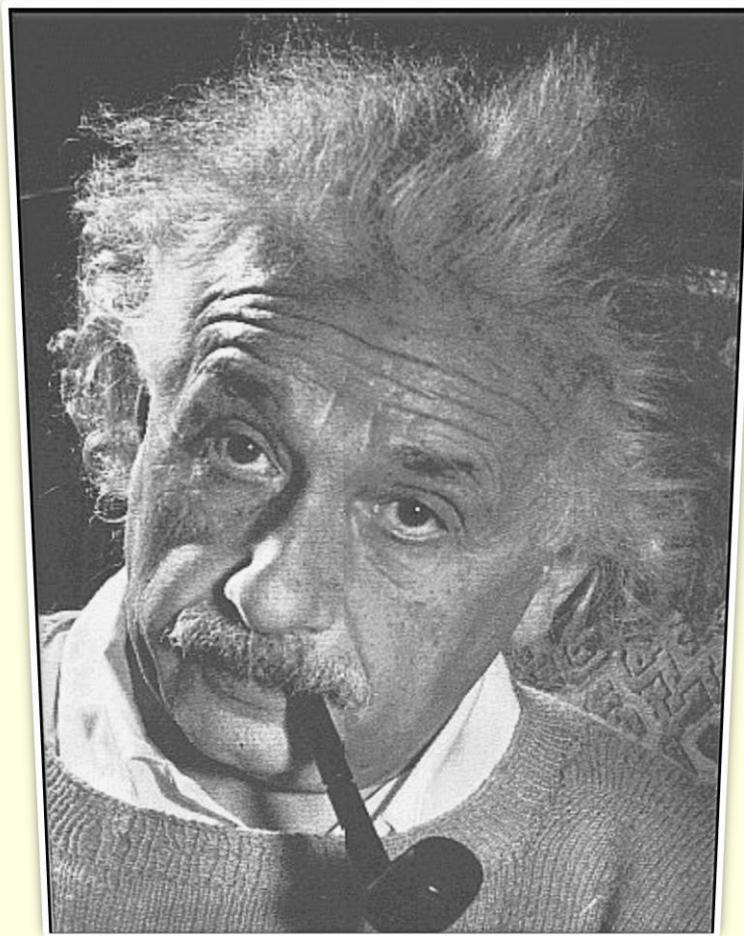
7. Targeted Group  
Interventions

5. Function-Based  
Perspective and  
Behavior Planning

6. Teacher Check,  
Connect Expect

Universal Primary  
Prevention

SAU/District-wide  
Administrative Team



**“Insanity is engaging in the same process over and over, and expecting different outcomes.”**

*Albert Einstein*



# Tier 2 Team Readiness

## It's a Process

---

1. School-wide Discipline System is in Place
2. Readiness for Blended with Academics Addressed
3. Alignment with Other Supports Addressed
4. Tier 2 Team Has Full Administrative Support; Administrator Understands Team's Purpose
5. Team is Well-Constructed: People and Skills
6. Team Understands Its Purpose/Mission
7. Team Understands Function-Based Behavior Support



# Targeted Team Readiness

## It's a Process

---

8. Team Knows How to Deliver and Monitor Interventions
9. Team Knows How to Coach Staff in Interventions
10. Staff Understands Team's Purpose
11. Staff Use a 'Function-Based Perspective' for Problem-Solving
12. Team Knows How to Distinguish Between Students Needed Tier 2 and Tier 3 Supports

# SYSTEMS

1. Tier 2 Team  
and Processes

**DATA**

Tier 2  
Secondary Prevention  
Targeted Approaches

A Function-Based  
Perspective

Muscott & Mann (2007)

Universal Primary  
Prevention

**PRACTICES**

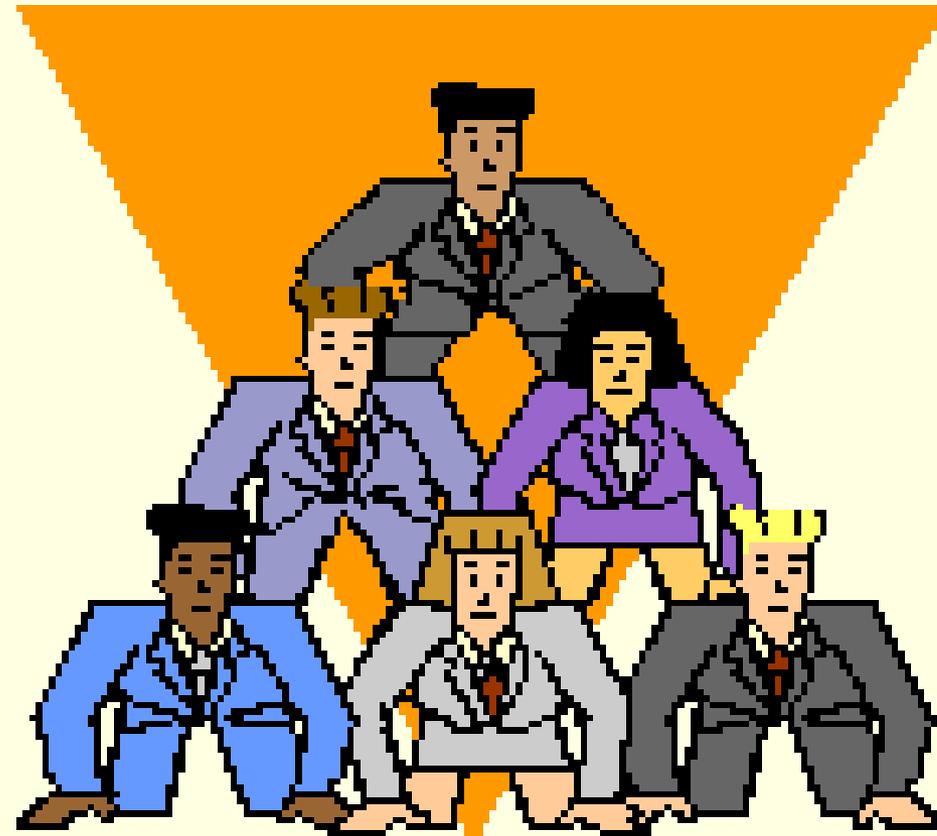
SAU/District-wide  
Administrative Team



# A systems approach to meeting the needs of students at risk

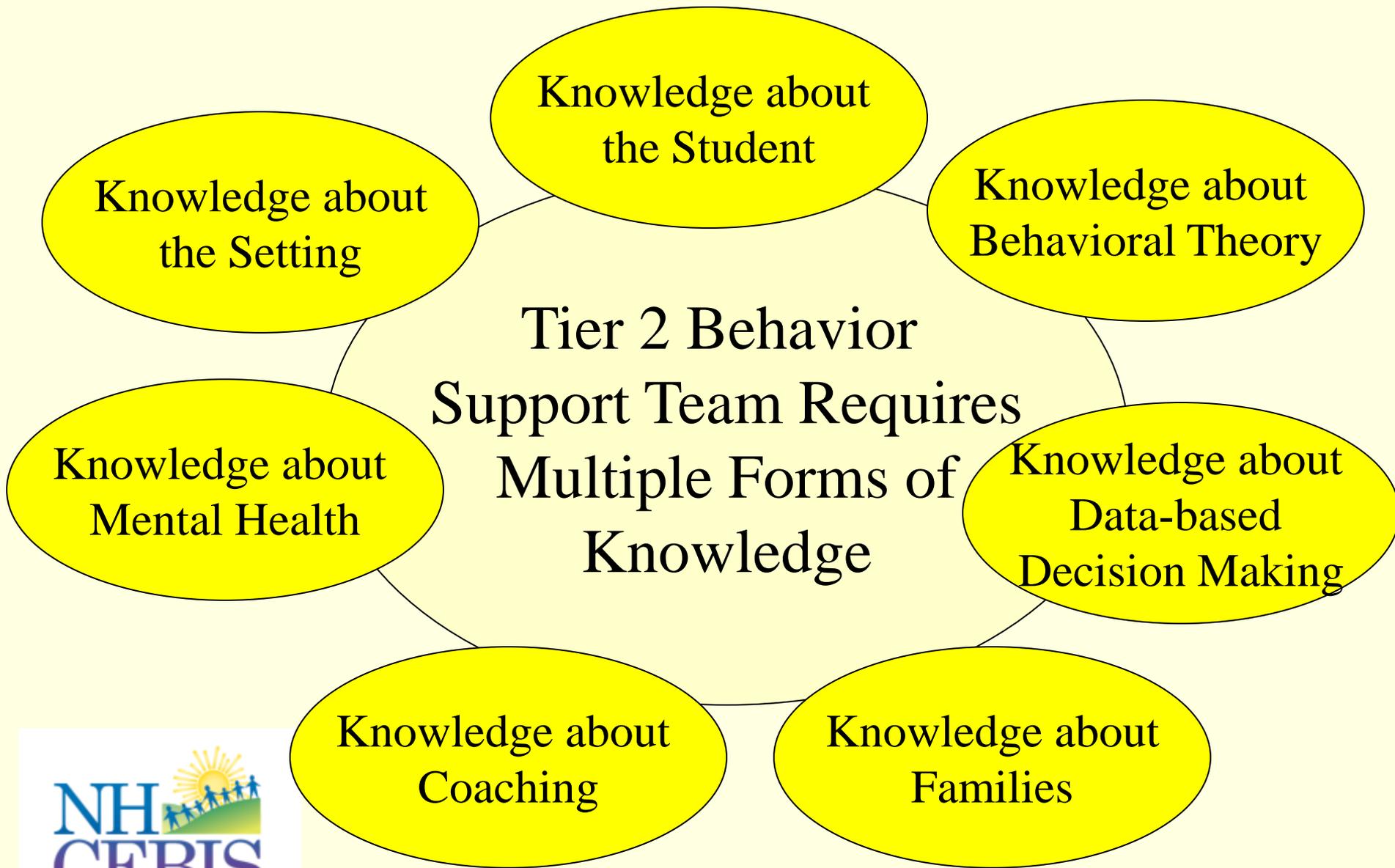
---

Begins with an Effective, Efficient and Representative Team!



# Steps for Implementing Tier 2 Systems in PBIS-NH

1. Create a behavior or blended support team (Targeted and Intensive are often combined in ECE and alternative schools)
  - a) Membership
  - b) Identify behavior coach(es)
  - c) Identify norms and processes
  - d) Identify Mission





# Composition of the School RTI Tier 2 Team by Role

---

- Administrators
- Curriculum/Assessment Director
- General Education Classroom Teachers
- Special Education Teachers
- Behavior Specialist/Guidance/Psychologist
- Reading/Literacy Specialist
- Title I Coordinator/ELL /ESOL/ Other Specialists
- Data People
- Family Member (i.e., infrastructure stage)
- Paraeducator



# Roles of the School RTI Tier 2 Team

---

1. Lead the Tier 2 system
2. Meet regularly
3. Access current Tier 2 interventions and supports
4. Design and implement Tier 2 system with interventions matched to student needs
5. Train, coach, and support teachers in academic and behavior interventions
6. Provide progress monitoring of interventions



# Roles of the School RTI Tier 2 Team

---

7. Design, collect, analyze data and use data based decision making to inform Tier 2 process
8. Monitoring for fidelity of implementation and efficacy of interventions
9. Communicate with key stakeholders (Universal team, parents/families/staff)
10. Refine and sustain Tier 2 system using current data



# Effective Tier 2 Teams

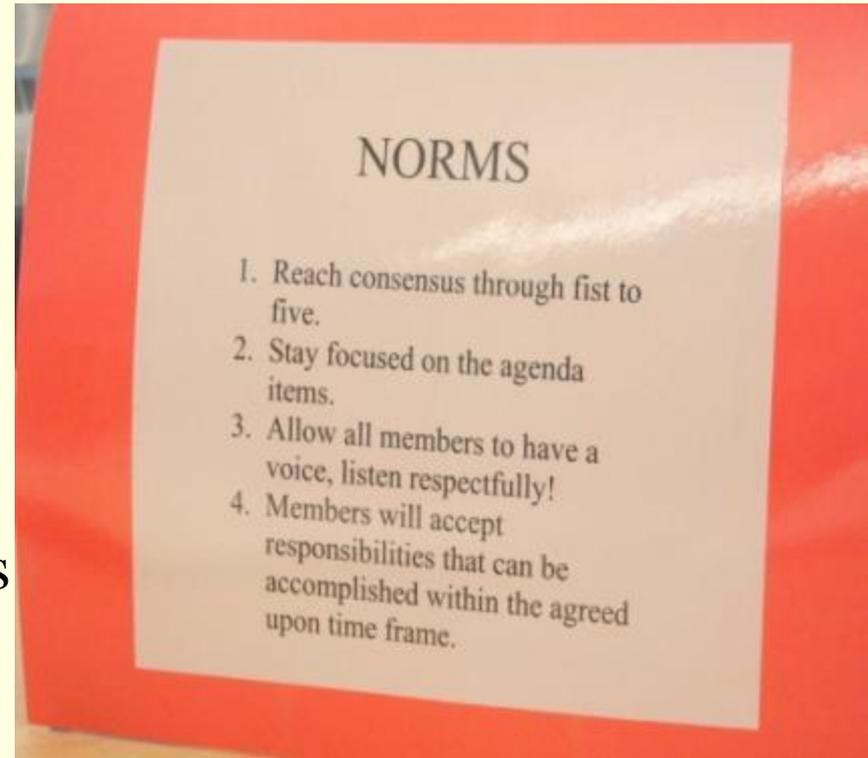
---

1. Have essential skills and member commitment
2. Have a clear mission to address early identification and intervention
3. Meet regularly and use effective team practices
4. Have effective communication practices and coaching skills
5. Have clear and well-communicated early identification and early intervention procedures
6. Use data-based decision making to guide the work



# Effective Tier 2 Team Norms and Group Processes

- Roles and responsibilities defined
- Meeting ground rules are established
- Agendas are prepared
- Decision-making is formalized
- A strategic problem solving approach is used
- Action plans with tasks, timelines and accountability are developed
- Data is used for decision-making
- Conflicts are resolved constructively and professionally





# Sample Mission Statements for Targeted Team

---

To efficiently and effectively match children who have not responded to School-Wide supports to supports more likely to produce successful outcomes

To efficiently and effectively identify students at risk of school failure for behavior *early* and to provide them and the staff who serve them efficient and effective *early* interventions that lead to successful outcomes



# Collaborative Team Process Checklist

## Mann and Muscott, 2004

---

- Tool to assess team functioning (14 items)
- Assess status (In place, Partial, Not in Place)
- Identify Priority (High, Medium, Low)
- Develop action plan based on priorities
- Should be completed 2xs a year (Fall, Spring)
- Team functioning is priority #1!



# Tier 2 Activity Time

2. Aligning  
Tier 2 Team  
with System

**Tier 2  
Secondary Prevention  
Targeted Approaches**

**A Function-Based  
Perspective**

Muscott & Mann (2009)

Universal Primary  
Prevention

SAU/District-wide  
Administrative Team



# What Systems of Support are Already in Place?

---

- Informal Supports
- Grade Level Teams, Collaborations
- Professional Learning Communities
- Student Support Teams
- Pre-referral Teams
- Child in Need of Assistance Teams
- Others



# What are the Roles of Those Teams and How Do They Align?

---

For each team, structure, ask ...

- What is the role of that support?
- Is it formal or informal?
- What do I have to do before I activate supports?
- How are supports activated?
- Is there a sequential process or can I jump supports and activate any?

# Inventory of Informal and Formal Systems to Support Students who do not respond to SW PBIS

## Mann & Muscott (2007)

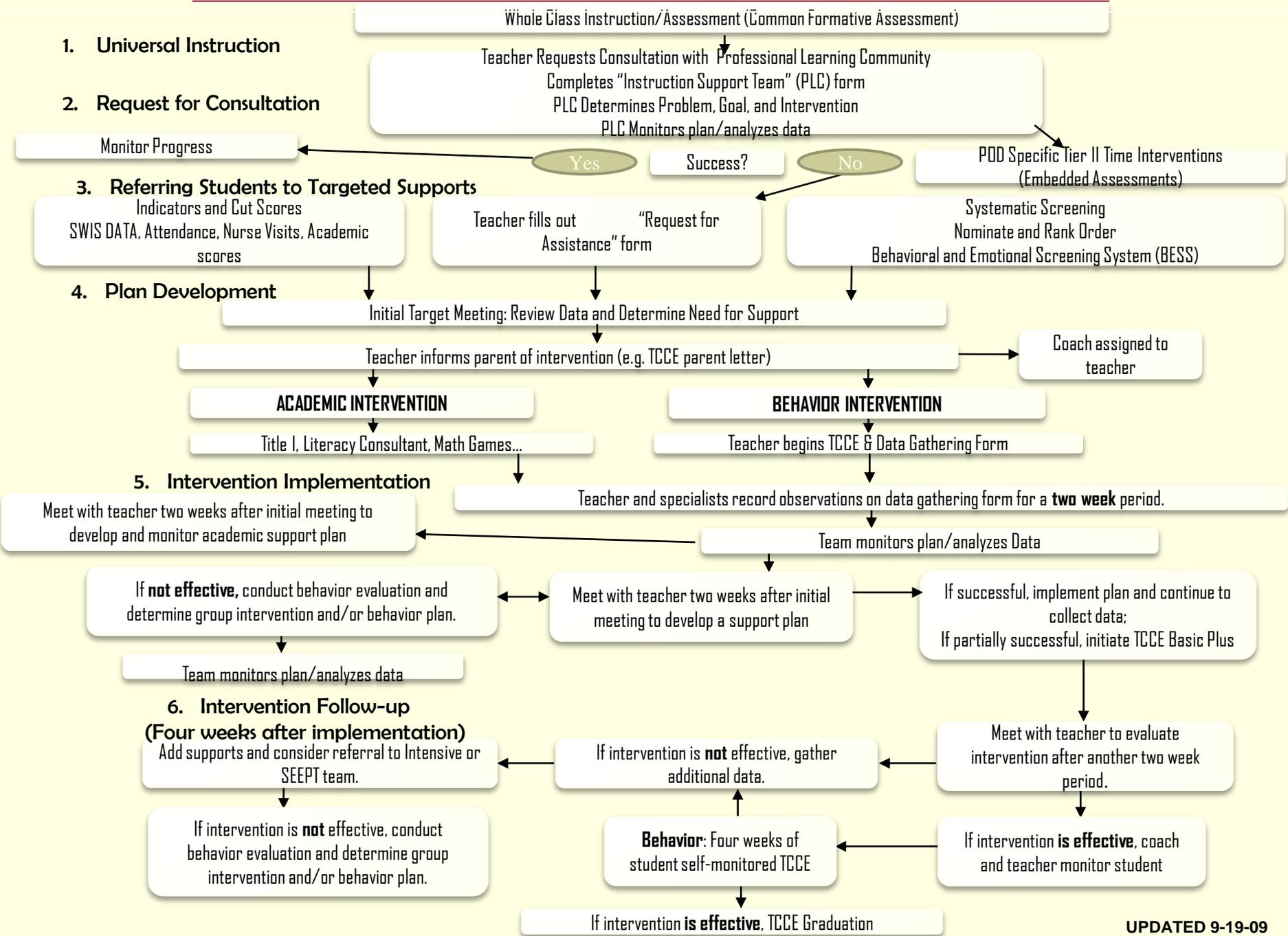
| Name of System Support (TAT; 504 Teacher mentor; Grade Team; SPED). Formal or Informal? | Types of Student issues addressed through this method of support | Process for referral to the support  | Expected Outcomes (What staff expects when using the support)   | Evidence of Effectiveness? (Does the process achieve expected outcomes / demonstrated by data?) |
|---|--|--|---|---|
| Teacher Assistance Team   | Academic or Behavior Concerns                                    | Teacher submits names for weekly TAT meeting<br>Referral Form                  | Instructional suggestions & ideas for teacher<br>Referral to SPED or Guidance for further assessment/ observation | Anecdotal report back fm teacher<br>Summary form completed by TAT                               |
| Teacher Mentor  | Academic /Behavior concerns                                      | Informal Process   | Ideas, suggestions, emotional support   | No formal measure   |
| Special Education   | Serious Educational Concerns                                     | Referral through Special Ed Dept.;<br>Referral information<br>Meet with Parent | Evaluation, Team Decision-making, disability determination, individualized planning                               | AYP   |

# Inventory of Informal and Formal Systems to Support Students who do not respond to SW PBIS

**Mann & Muscott (2007)**

| <b>Name of System Support</b><br><b>(TAT; 504</b><br><b>Teacher mentor;</b><br><b>Grade Team; SPED)</b><br><b>Is it a Formal or Informal Practice?</b> | <b>Types of Student issues addressed through this method of support</b> | <b>Process for referral to the support</b> | <b>Expected Outcomes</b><br><b>(What staff expects when using the support)</b> | <b>Evidence of Effectiveness? (Does the process achieve expected outcomes / demonstrated by data?)</b> |
|--|---|--|--|--|
|  |   |  |  |  |
|  |   |  |  |  |
|  |   |  |  |  |
|  |   |  |  |  |

# SANDOWN NORTH PROFESSIONAL LEARNING COMMUNITY AND TARGETED TEAM SUPPORT PROCESS





# Tier 2 Activity Time

Tier 2  
Secondary Prevention  
Targeted Approaches

A Function-Based  
Perspective

Muscott & Mann (2009)

3. Communication  
with Staff and  
Families

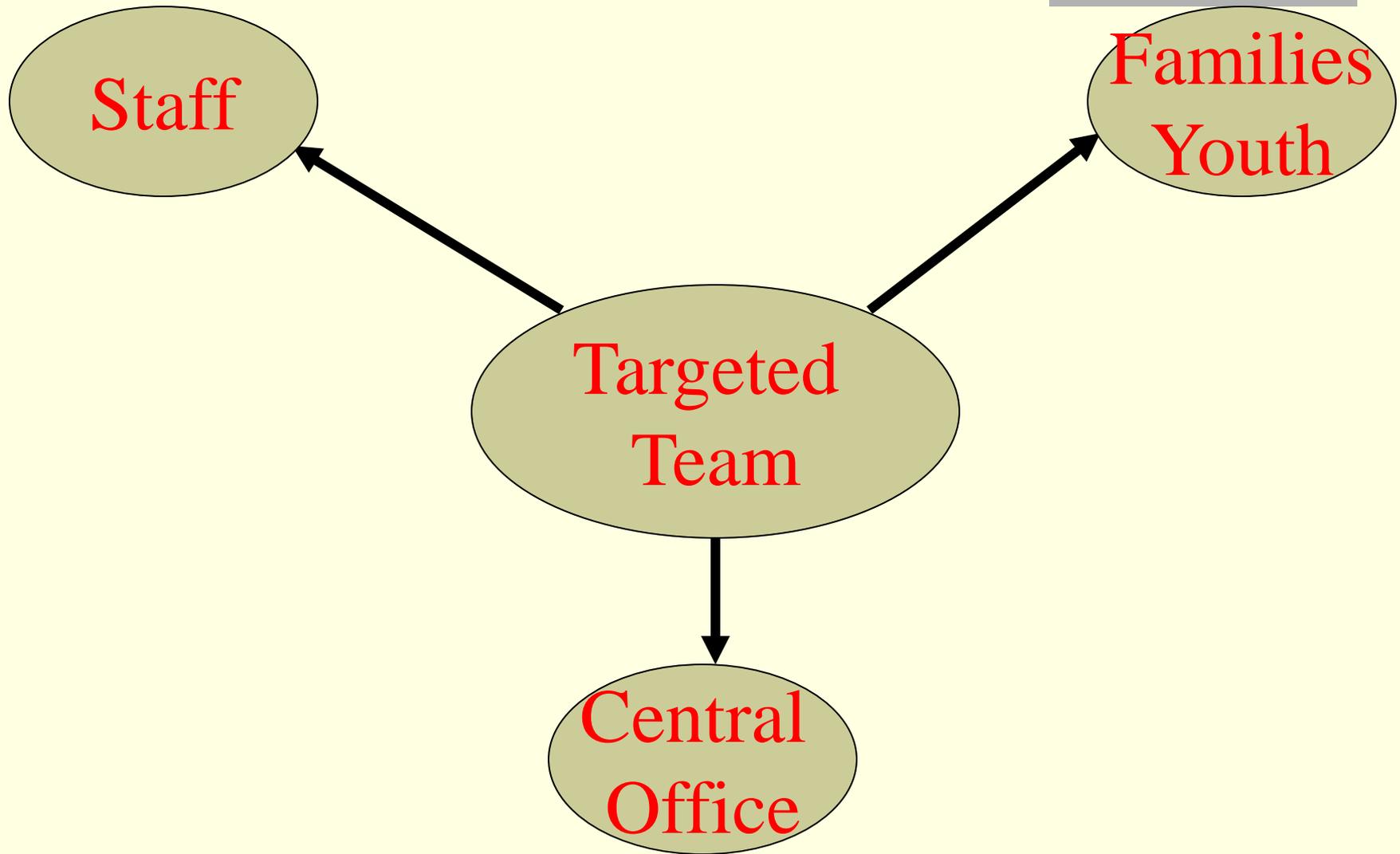
Universal Primary  
Prevention

## PRACTICES

SAU/District-wide  
Administrative Team



# PBIS-NH Communication Systems





# Communicating with Families and Faculty

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- It is important to establish a culture that supports both family and faculty involvement, engagement, positive communication and collaborative decision-making
- Establishing such a culture as expected practice helps promote stakeholder engagement as an outcome
- Effective communication implies that there are regular and frequent opportunities to:
  - Provide information
  - Gather feedback to gain consensus and shared ownership regarding the design, implementation and evaluation of the program.

# LONDONDERRY SOUTH SCHOOL

**RESPECT  
RESPONSIBILITY  
SAFETY  
ASK YOUR CHILD.**



# Tier 2 Activity Time

### Tier 2 Secondary Prevention Targeted Approaches

### A Function-Based Perspective

Muscott & Mann (2009)

4. Early Identification  
and Nomination  
Processes

Universal Primary  
Prevention

## PRACTICES

SAU/District-wide  
Administrative Team

# Teacher Nomination to Targeted Tier 2 Team



I'm Concerned About A Student  
What Should I Do?

Internal Nomination Process to Tier 2 Team



# Procedure Outcomes for Nomination for Secondary Supports

---

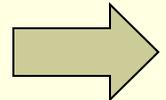
- Primary supports implemented with fidelity.
- Student meets criteria for non-response.
- Staff know the types of concerns that are appropriate to trigger secondary level supports.
- Staff know what informal/ formal steps to take prior to activation.
- Staff know how to initiate the process and what to expect when a student is discussed
- Staff know what information must be available at an initial meeting.



# Teacher Nomination to Tier 2 Team

---

- Begins with completion of nomination form
- Form should be efficient and easy to complete and should include quick data summary including academic indicators
- Amount of information should match what's necessary to make good decision about potential supports



# Quick Data Check

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

Date: \_\_\_\_\_

**BASC-2 Score:** \_\_\_\_\_ Highly Elevated \_\_\_\_\_ Elevated \_\_\_\_\_ Not Elevated \_\_\_\_\_ N/A

**Attendance:** \_\_\_\_\_ Concern \_\_\_\_\_ No Concern

\_\_\_\_\_ Absences

\_\_\_\_\_ Tardies

\_\_\_\_\_ Dismissals

\_\_\_\_\_ Suspensions

**Nurse Visits:** \_\_\_\_\_ Concern \_\_\_\_\_ No Concern

Comments: \_\_\_\_\_

**Social/Emotional Behaviors:** \_\_\_\_\_ Concern \_\_\_\_\_ No Concern

\_\_\_\_\_ # Office Referrals (Majors)

\_\_\_\_\_ Frequent (Minors)

## Academics:

MAPS: Reading \_\_\_\_\_

Math \_\_\_\_\_

Dibels: \_\_\_\_\_

|         | Below | On | Above |
|---------|-------|----|-------|
| Reading |       |    |       |
| Math    |       |    |       |
| Writing |       |    |       |
| Other   |       |    |       |



# Early Identification: Behavioral Indicators and Cut Scores

---

1. Behavioral indicators of students at risk should be identified
2. Indicators should be practical and related to behavioral risk
3. Cut scores should be addressed for two time periods
  - a) Approximately 6 – 8 weeks into school year
  - b) Anytime thereafter
4. Cut scores should be aligned to past data and district or school policy

# Categories, Considerations and Non-Response Criteria for Benchmarking Non-Responders to Universal Behavior Support

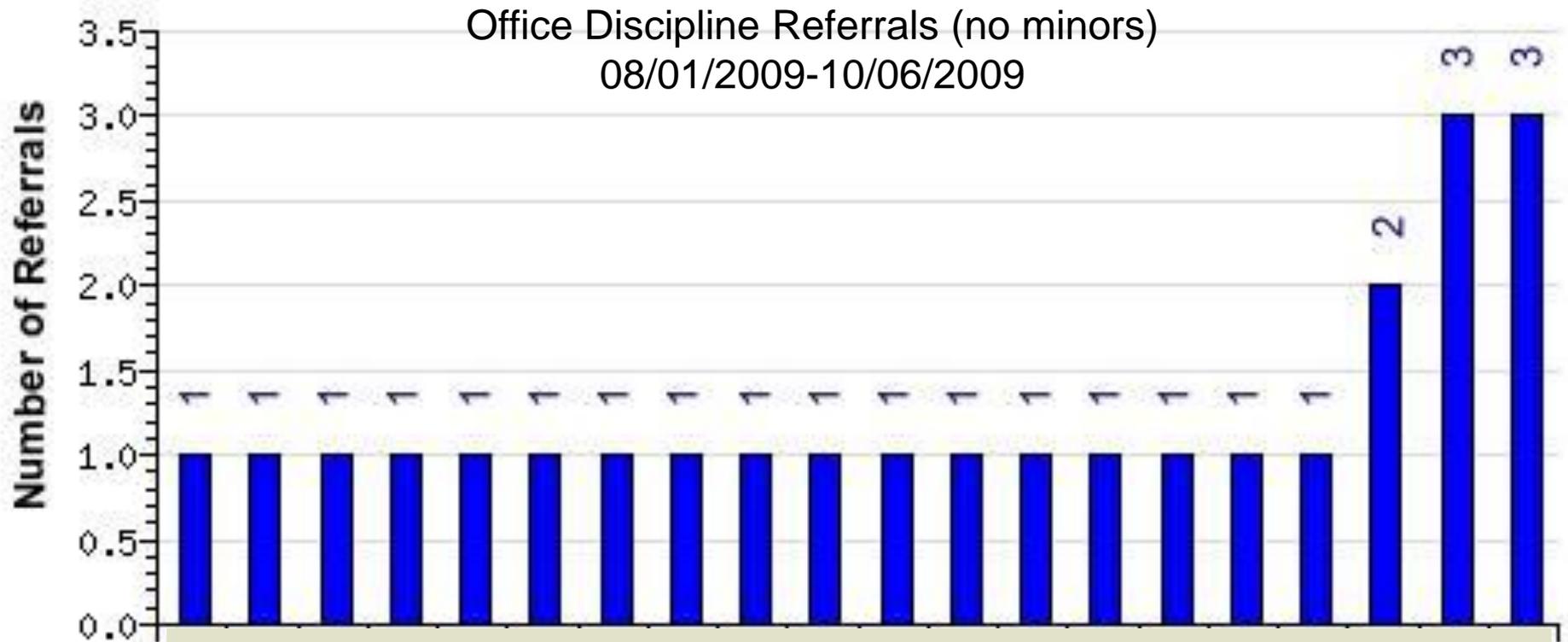
| Possible Category  | Consider   | Non-Response Criteria  |
|--|--|--|
| ODR<br>Disruption<br>Disrespect/ Non-comply<br>Language  | #, Time Frame, Teacher/<br>Admin response<br>continuum, parent<br>partnership                                | 3 Majors – 1 <sup>st</sup> month of school<br>3 Majors/ repeated minors - no<br>improvement after steps on response<br>continuum (includes parent connection)                            |
| Nurse Visits   | #, Time Frame, Reason,<br>Nurse response process   | 4 visits to nurses office in 1 <sup>st</sup> month w/<br>soft signs of illness, followed nurse<br>primary response procedures  |
| Attendance or Tardies  | #, Time Frame, Admin<br>Response Process   | 4 absences in 1 <sup>st</sup> month of school; 8<br>overall; SW response process in place  |
| Homework Completion  | #, Time Frame, Teacher<br>Response Process, TGI  | Not complete 2/6 assignments; 2 per<br>wk; team response process; ref to HW<br>club  |
| Hygiene  | #, time frame, intensity,<br>response and support<br>process, TGI  | Continued occurrence following parent<br>contact, teacher conference, nurse<br>consult & referral to guidance<br>Address frequency and intensity criteria,<br>referral social skill club |
| Other Behavioral Concerns:<br>Includes retreat/ withdrawal/ internalizing<br>(Teacher initiated or addressed through<br>Systematic Behavior Screening) | Behavior(s), teacher<br>response, school system<br>response (guidance, family<br>worker), parent partnership | Continued occurrence following parent<br>contact, observation & refer to guidance<br>Address frequency & intensity criteria  |

# Marlborough Dukes Tier 2 Benchmarks

| Indicator        | October 9                                | At Any Time                               |
|------------------|--|---|
| ODR              | 2 or more                                | 3 or more                                 |
| Nurse TLC Visits | 2 or more                                | TBD                                       |
| Tardies          | 3 or more                                | 5 or more                                 |
| Attendance       | 2 or more                                | 5 or more                                 |
| Hygiene          | Teacher Concern                          | Teacher Concern                           |
| Homework         | 20% per subject<br>(MS)<br>per week (ES) | 20% per subject<br>(MS); per week<br>(ES) |

# Behavioral Benchmarking at Towle Elementary School 09-10

## Referrals By Student



Students: 20 Referrals: 25



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# Tier 2 Activity Time



# A Systematic Screening Process for Behavior Disorders





# What is Screening?

Salvia & Ysseldyke (1988)

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- Screening is an initial stage of assessment in which those who may evidence a particular problem, disorder, disability or disease are sorted out from among the general population.
- Individuals who perform poorly on screening measures as considered “at-risk.”



# Why Screen for Behavior? Kauffman (2001)

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- To find youngsters whose problems are not immediately obvious and identify incipient problems with a high degree of accuracy.
- Early identification leads to early intervention
- Early intervention is effective, efficient and humane



# Why Screen for Behavior Disorders? It's Costly Not To!

---

- Indicators of problem behaviors are evident in preschoolers and elementary age students
- Internalizers are missed with other approaches
- Early intervention matters
- Schools are the only place where we have universal access
- Recommended by the President's New Freedom Commission and Special Education Task Force, Surgeon General, Safe Schools/Healthy Students as an evidenced-based practice



---

# Behavior Screening Should Be a No Brainer –

## Think Again!



# Type 1 Screening Errors

## Salvia & Ysseldyke (1988)

---

- Type 1 Errors: Students who perform poorly on screening measures and later do well on follow up assessments are considered “false positives.”



# The Case Against Screening Type 1 Screening Errors

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- Could lead to many more students being referred for additional evaluations
- Evaluations are costly
- The process is potentially stigmatizing and anxiety provoking for students and families



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# Type 2: Screening Errors

Salvia & Ysseldyke (1988)

---

- Type II Errors: Those who show no problems on screenings, but later develop problems for which screening was conducted are considered “false negatives.”



# The Case Against Screening Type 2 Screening Errors

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- Could lead to a false sense of security
- Could suggest students are doing well, when they are really “at risk”



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# Which Screening Errors are More Costly? Type 1 or 2



# Screening Systems Errors

Muscott (2008)

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- Type I Systems Errors: Schools choose not to screen and do not identify students early
- Type II Systems Errors: School choose to screen and do not use evidence-based screening practices and valid and reliable measures
- Type III Systems Errors: Schools choose to screen and do not have efficient and effective systems responses to address students who are identified as “at-risk”



# Universal Screening A No Brainer? Think Again

---

## Controversy and Challenges

1. There are worries about government mandates and a family's rights to privacy. Yet, mandatory universal screening has never been required.

*Parents should always have the right to opt out*

*Family engagement and consent*



# Universal Screening

## A No Brainer? Think Again

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### **Controversy and Challenges**

2. Building effective and efficient systems (building and district level) to support the practice.
3. Training and Technical Assistance Capacity.
4. Availability of interventions and supports for students picked up by the process.
5. Strategic planning processes to address policy and liability issues.



# Minimizing Errors

## Effective Screening Programs

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- A *screening*-identification program to be considered effective, it must insure acceptable levels of accuracy, cost efficiency, and consumer acceptance.
- Accuracy implies that the *screening* process provides reliable and valid information for the purposes of making decisions (Hartmann, Roper, & Bradford, 1979).
- Cost efficiency means that, relative to the outcomes produced or achieved, the system's implementation does not consume too much professional time.
- Acceptance implies that such a system would be adopted by professionals and used repeatedly over time.



# Features of an Evidence-based Screening Practice

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- Good psychometric properties
  - Reliability
  - Validity
- Screening selects true positives and minimizes false negatives
- Multi-source and multi-method assessment and intervention are the most accurate and effective.
- Factors associated with long term outcomes
- Efficient to implement
- Low cost
- Intervention and services are targeted for the appropriate child

# Chamberlain Elementary School Systematic Screening





# A Systematic Screening Process for At-Risk Behavior

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- Use a multistage, multigated screening process to identify students at-risk for developing ongoing behavior concerns that takes into consideration teacher judgments and uses national norms to assess the level of risk
- At each stage, the level of risk is determined
- Those with an elevated risk who may require additional assessment or services continue to the next stage
- Those who don't have an elevated risk “exit” the system.



# Implementation Procedures Stage One: General Procedures

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- Screenings are recommended twice a year in October and February
- Group administration at a faculty meeting or training is efficient – allow 90 minutes for Stage One and Two
- Classroom teachers complete Stage One on all students in their class they have known for at least one month
- A class list is needed



# Multiple Gate Screening

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- Stage 1 involves teacher nomination and rank ordering of students along two dimensions of behavior disorders – internalizing & externalizing.
- Stage 2 requires that teachers complete the BASC-2 Behavioral Emotional Screening System for each of the nominated students.
- Students whose elevated scores exceed the established cut scores are candidates for Stage 3.
- At Stage 3, the student is referred to the Tier 2 school-based team to determine additional steps and appropriate interventions



# Implementation Procedures Stage One: Rank Ordering Students

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- The overall purpose of Stage One is to evaluate ALL the students in your class on two dimensions of behavior problems commonly observed in the school setting
- Externalizing and Internalizing

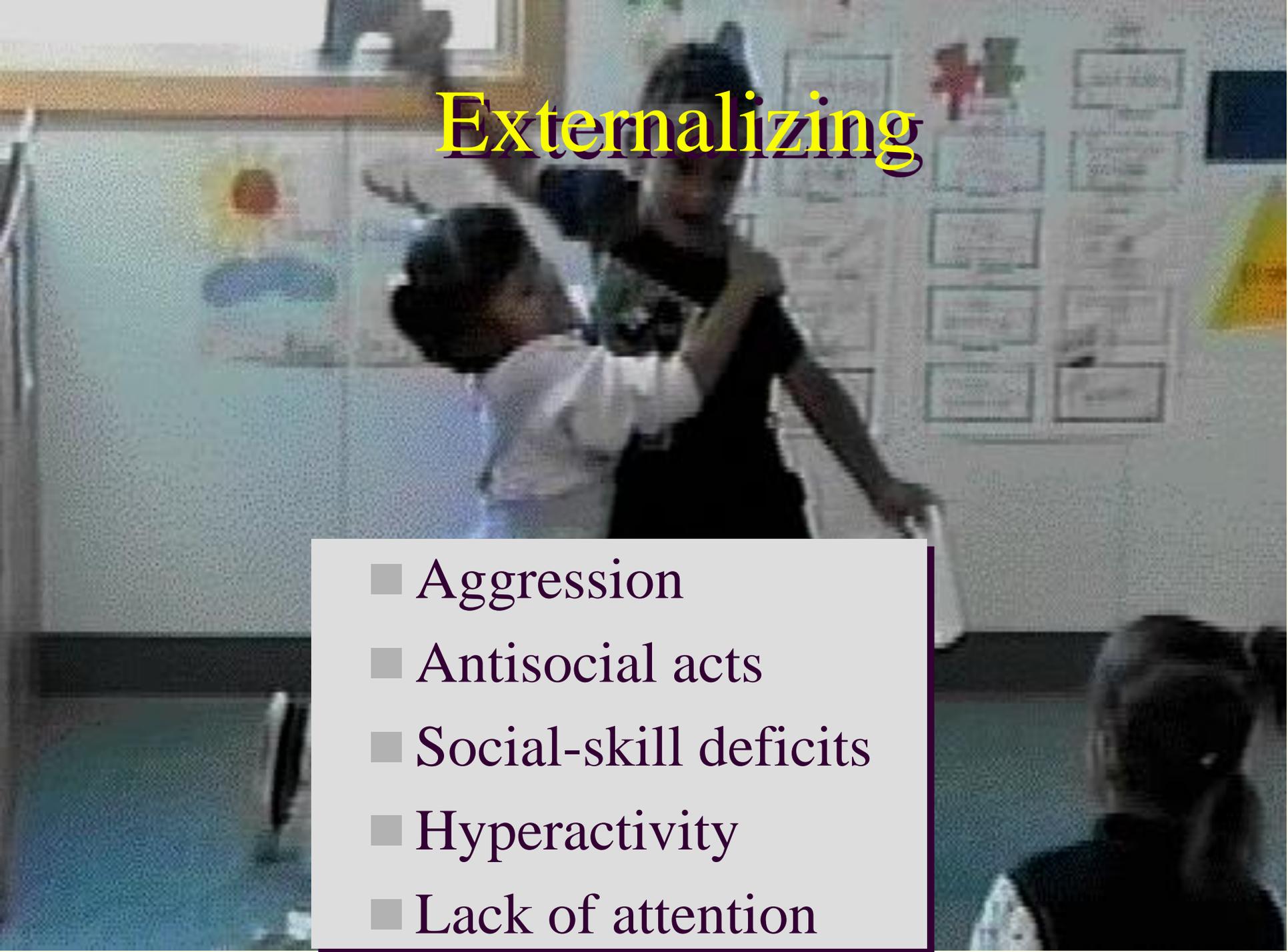


# Systematic Screening for Behavior Disorders

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- The dimensions of externalizing and internalizing account for nearly all of the behavior problems that underlay child adjustment problems in school and for which students are commonly referred to school psychological services

# Externalizing



- Aggression
- Antisocial acts
- Social-skill deficits
- Hyperactivity
- Lack of attention

# Internalizing



- Socially withdrawn
- Social skill deficits
- Anxious
- Inhibited



# Implementation Procedures: Stage One Goals

---

1. To provide standards, definitions, and criteria for teacher use in the screening process;
2. To provide a structure for teachers to use in nominating students who may be in need of either Tier 2 interventions or comprehensive evaluation(s)
3. To reduce the likelihood that a particular student in need of specialized services will not be nominated; and
4. To give each student an equal chance of being nominated for disruptive acting-out behavior problems and problems associated with social isolation, withdrawal and depression.



# Implementation Procedures Stage One: Rank Ordering Students

---

1. Identify groups of students in his/her classroom that closely match the internalizing and externalizing profiles
2. To rank order students in the two groups according to the degree or extent to which each one matches the behavioral profile



# Implementation Procedures Stage One: Step One

---

- Carefully study the definitions and examples of externalizing and internalizing behavior problems provided on Stage One forms
- Start with externalizing
- Keep in mind that selections are to be made based on how students behave
- Lists must be mutually exclusive



# SSBD Stage One

## Nominating Externalizing Students

---

- Externalizing refers to all behavior problems that are directly outwardly, by the student, toward the external social environment.
- Externalizing behavior problems usually involve behavioral excesses (i.e., too much behavior) and are considered inappropriate by teachers and other school personnel.



# Stage One

## Nominating Externalizing Students

---

- Displaying aggression towards objects or persons
- Forcing the submission of others
- Defying the teacher
- Being out of seat
- Not complying with teacher instructions or directives
- Arguing
- Having tantrums
- Being hyperactive
- Disturbing Others
- Stealing
- Not following teacher or school-imposed rules



# Implementation Procedures Stage One: Step Two

---

- Select a group of 10 from the pupils in your class that best fit the externalizing behavior(s) and list them in Column One of the externalizing form

# Systematic Screening for Behavior Disorders

Hill Walker  
Herb Severson  
Oregon Research  
Institute

**Figure 2 (Example)**  
**Externalizing Behavior Disorders Ranking Form**

Teacher \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## Rank Ordering on Externalizing Dimension

**Externalizing** refers to all behavior problems that are directed outwardly, by the child, toward the external social environment. Externalizing behavior problems usually involve behavioral excesses, (i.e., too much behavior) and are considered inappropriate by teachers and other school personnel. **Non-examples** of externalizing behavior problems would include all forms of adaptive child behavior that are considered appropriate to the school setting.

**Examples include:**

- displaying aggression toward objects or persons,
- arguing,
- forcing the submission of others,
- defying the teacher,
- being out of seat,
- not complying with teacher instructions or directives,
- having tantrums,
- being hyperactive,
- disturbing others,
- stealing, and
- not following teacher or school imposed rules.

**Non-Examples include:**

- cooperating, sharing,
- working on assigned tasks,
- making assistance needs known in an appropriate manner,
- listening to the teacher.
- interacting in an appropriate manner with peers,
- following directions,
- attending to task, and
- complying with teacher requests.

**COLUMN ONE**  
**List Externalizers**

|  | Student Name  |
|--|---------------|
| Most Exemplifying Externalizing Behavior | Billy Smith   |
|  | Jane Zimmer   |
|  | Sherris Rowe  |
|  | Tom Lehner    |
|  | Brett Kirsten |
|  | Rebecca Brown |
|  | John Townsend |
|  | Ruf Beck      |
|  | Stuart James  |
|  | Brent Davis   |

**COLUMN TWO**  
**Rank Order Externalizers**

|                            | Student Name     |
|----------------------------|------------------|
| Least Externalizing → Most | 1 Brett Kirsten  |
|                            | 2 Sherris Rowe   |
|                            | 3 Stuart James   |
|                            | 4 Billy Smith    |
|                            | 5 Ruf Beck       |
|                            | 6 Brent Davis    |
|                            | 7 Tom Lehner     |
|                            | 8 Rebecca Brown  |
|                            | 9 Jane Zimmer    |
|                            | 10 John Townsend |

**Instructions:**

1. Review the definition of externalizing behavior and then review a list of all students in your class.
2. In Column One, enter the names of the ten students who characteristic behavior patterns most closely match the externalizing behavioral definition.
3. In Column Two, rank order the students listed in Column One according to the degree or extent to which each exhibits externalizing behavior to the greatest degree is ranked first and so on until all 10 students are rank ordered.



# SSBD Implementation Procedures

## Stage One: Step Three

---

- Rank order the students on each of your externalizing lists using the SSBD rank ordering form for Stage One
- Rank the student who *most* exemplifies the externalizing pattern Number ONE
- Rank the student who least exemplifies the externalizing pattern Number TWO

# Systematic Screening for Behavior Disorders

Hill Walker  
Herb Severson  
Oregon Research  
Institute

**Figure 2 (Example)**  
**Externalizing Behavior Disorders Ranking Form**

Teacher \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## Rank Ordering on Externalizing Dimension

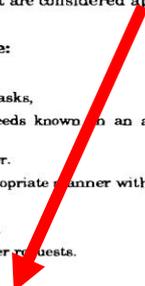
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- being hyperactive,
- disturbing others,
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**COLUMN ONE**  
List Externalizers

|  | Student Name  |
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|  | Tom Lehner    |
|  | Brett Kirsten |
|  | Rebecca Brown |
|  | John Townsend |
|  | Ruf Beck      |
|  | Stuart James  |
|  | Brent Davis   |

**COLUMN TWO**  
Rank Order Externalizers

|                     | Student Name     |
|---------------------|------------------|
| Least Externalizing | 1 Brett Kirsten  |
|                     | 2 Sherris Rowe   |
|                     | 3 Stuart James   |
|                     | 4 Billy Smith    |
|                     | 5 Ruf Beck       |
|                     | 6 Brent Davis    |
|                     | 7 Tom Lehner     |
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3. In Column Two, rank order the students listed in Column One according to the degree or extent to which each exhibits externalizing behavior to the greatest degree is ranked first and so on until all 10 students are rank ordered.



# SSBD Implementation Procedures

## Stage One: Step Four and Five

---

- Repeat the process for internalizers



## Stage One

# Nominating Internalizing Students

---

- Internalizing refers to all behavior problems that are directly inwardly (i.e., away from the external social environment) and that represent problems with self. Internalizing behavior problems are often self-imposed and frequently involve behavioral deficits and patterns of social avoidance.



## Stage One

# Nominating Internalizing Students

---

- Having low or restricted activity levels
- Not talking with other children
- Being shy
- Timid and/or unassertive
- Avoiding or withdrawing from social situations
- Preferring to play or spend time alone
- Acting in a fearful manner
- Not participating in games or activities
- Being unresponsive to social initiations by others and
- Not standing up for one's self.



# Systematic Screening Implementation Procedures Stage Two

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- The overall purpose of Stage TWO is to describe and measure specific behavior problems and behavioral deficits exhibited by the three highest ranked students identified in Stage ONE for externalizing and internalizing, respectively



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# BASC-2

## Behavioral and Emotional Screening System

Randy Kamphaus &  
Cecil Reynolds  
Pearson Publishers



# Stage Two: Administration of BASC-2 Behavioral Emotional Screening

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- Administer the BASC-2 BESS Teacher Form Level Child/Adolescent (K-12)
- 27 Questions – 5-10 minutes
- Each item rated Never, Sometimes, Often and Almost Always
- Rater must be familiar with student – daily contact for a month or more
- Never means that you have not observed it
- Mark every item with best estimate



# BESS 2: Implementation Procedures

## Stage Two: General Information

---

1. Complete the checklist in relation to your observations of the students who passed gate 1 over the past month
2. Think in terms of the full time during the day the student is under your supervision



# Stage Two: Scoring the BASC-2 Behavioral Emotional Screening

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- Sum the score for each item to obtain the Raw Score Table 2.2 on page 11 of manual – including adjustment for missing items
- Transfer the Raw Score to the Score Summary Section on page 4 of the test
- Use the norm tables in Appendix B to determine T score and percentile (Mean=50; SD=10)
- Assign a classification level to denote risk of having or developing behavior disorder (Normal=1SD or below 60, Elevated 1-2 SD or 61-70, Extremely Elevated over 2SD or 71+)



## Stage Three: Referral to Appropriate School-Based Team

- Students who are deemed at elevated risk or extremely elevated risk should be referred to the appropriate school-based team
- A screening team as a subgroup of the school-based team can be considered to address students with elevated, but not extremely elevated risk or students where respondent's F-scores are 3 or more



# F Index

- F index is a measure of the respondent's tendency to be excessively negative when rating
- Scored by counting the number of times the respondent answered Almost always to negative items and Never to positive ones.
- On teacher and parent forms, index scores of 0-2 are acceptable; 3 caution and 4 or more extreme caution



# Student Risk Screening Scale

Drummond, Eddy, & Reid, 1998a, 1998b

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- The SRSS is a no-cost 7 item psychometrically sound universal screening tool designed to identify students (K–Grade 6) who are at risk for antisocial behavior – and recently validated for middle and high school
- Steals; lies, cheats, sneaks; behavior problems; peer rejection; low achievement; negative attitude; and aggressive behavior.
- Each student is rated using a 4-point Likert-type scale (0 = *never*, 1 = *occasionally*, 2 = *sometimes*, 3 = *frequently*).
- Total scores used to classify students into three levels of risk: low (0–3), moderate (4–8), and high (9–21).

# Sandown North Systematic Screening





# Systematic Screening Readiness

---

1. The need for systematic screening to identify non-responders to primary prevention has been established and is connected to the mission, priorities and school improvement plan.



# Systematic Screening Readiness

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2. The person or team who can authorize systematic screening has been identified and approval has been obtained to design and implement the process.



# Systematic Screening Readiness

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3. A team exists that can support the student and family in determining what response, if any, should be taken for students who are identified as at-risk.



# Systematic Screening Readiness

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4. School and community-based supports for responding to students identified have been identified and are adequate to serve the need.



# Systematic Screening Readiness

---

5. The current policy and procedures for screening in non-behavior areas has been identified (including parent notification) and is used to inform the development of systematic screening for behavior.



# Systematic Screening Readiness

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6. An evidenced based multi-gated systematic screening tool with appropriate psychometric properties and norms has been identified.



# Systematic Screening Readiness

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7. The policies and procedures for behavior screening have been developed and they include decision rules for key steps as well as parental notification and rights.



# Systematic Screening Readiness

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8. The policy and procedure for general behavior screening has been shared with families in advance of the initiation of systematic screening along with information about their rights to opt out and procedures for doing so.



# Systematic Screening Readiness

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9. The policy and procedure for notifying families that their child has been referred to the instructional support team exists and has been shared with families and personnel in advance of any specific referral.



# Systematic Screening Readiness

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10. A point of contact at the early childhood program or school who will take responsibility for oversight of the systematic screening has been identified.
11. A point of contact at the district level who will take responsibility for oversight of the systematic screening has been identified.



# Systematic Screening Readiness

---

12. Resources (personnel, materials, and professional development) have been identified to support systematic screening.



# Systematic Screening Implementation

---

1. Make key decisions about Stage 1 Teacher Screening on Internalizing and Externalizing Dimensions Using SSBD
  - Determine whether to screen both types or just internalizers
  - Determine whether to administer in a group setting such as a faculty meeting or individually by teacher
  - In departmental middle and high schools, determine which teacher completes the screening



# Systematic Screening Implementation

---

2. Determine procedure for notifying families of results
  - Determine whether to send a letter or call families of students who are
    - Identified after BASC 2-BESS
    - Are not identified
  - Determine when to inform families
    - After assessment
    - After meeting with classroom teacher



# Systematic Screening Implementation

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3. Determine procedure for referral to appropriate team for decision-making with family
  - Determine how to involve families in the process



# Systematic Screening Implementation

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4. Determine course of action for individual students with families (monitor, community-based support, school-based support) and monitor progress.

- What are the available in school results?
- What's the process for referral to community supports?
- How long in between monitoring progress?



# Antrim Elementary School

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“This was the best public relations activity I’ve ever done. I told the families we were offering their child support *before* there were problems at school, *before* they got frustrated and *before* they would lose ground academically and socially. The families were grateful.”

James Elder, Assistant Principal



# Antrim Elementary School (K-4<sup>th</sup> Grade)

- Enrollment 133 students in 9 classrooms
- 98% Caucasian; 1% Hispanic; 1% African American
- 15% Free and reduced lunch
- NECAP Reading 84% (3<sup>rd</sup>); 81% (4<sup>th</sup>); 71% (5<sup>th</sup>)



Screening  
Flowchart



# Antrim Elementary School Screening Example

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- 9 classrooms screened
- 1st grade through 4<sup>th</sup> grade teachers used SSBD gate 1 and identified 3 internalizers and 3 externalizers (Gate 1)
- Six students from the 7 classrooms were assessed using the BESS
- Kindergarten teacher screened all students using BESS in am and pm sections
- 23 of 130 students or 18% scored elevated or extremely elevated



# Antrim Elementary School Screening Process

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- Team met with every teacher of the 22 students for 15-20 minutes to discuss results and other data including quick FBA (1 moved)
- Attendance, tardies, nurse office visits, NWEA academic scores, office discipline referrals and teacher judgments about academic performance
- All families contacted and decision made to offer group intervention support for all 22 students
- 21 of 22 families agree to accept supports

# Tier 2 Secondary Prevention Targeted Approaches

## A Function-Based Perspective

Muscott & Mann (2009)

8. Data-Based  
Decision Making

7. Targeted Group  
Interventions

6. Teacher Check,  
Connect Expect

5. Function-Based  
Perspective and  
Behavior Planning

Universal Primary  
Prevention

SAU/District-wide  
Administrative Team



# Action Planning and Homework in Preparation for Day 2 May 3, 2010

## Where Do You Go From Here?

Plan



# Acknowledgements

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