

Designing Secondary Prevention Systems of Behavior Support in PBIS-NH Schools

Howard S. Muscott, Ed.D., & Eric Mann, LICSW
Co-Directors, NH CEBIS

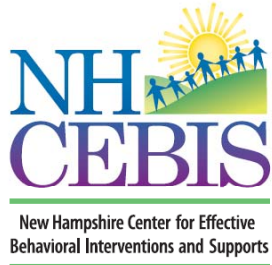
hmuscott@seresc.net; lmann@seresc.net

603-206-689; 603-206-6820

www.nhcebis.seresc.net

Acknowledgements

- Becky Berk, Joyce Welton, Julie Prescott
- NH Leadership Team
- Tony Paradis & the SERESC Team
- George Sugai
- Rob Horner
- Lucille Eber
- Doug Cheney & Sandy Keenan
- Mary Ford and Joe Perry
- NH school partners
- NH family partners



Designing Secondary Prevention Systems in PBIS-NH Agenda

1. Welcome
2. Preview the Day and Outcomes
3. Targeted Team and Processes
4. Data-based Decision-Making
5. Communicating with Staff and Families
6. Early Identification and Referral Processes
7. Action Planning

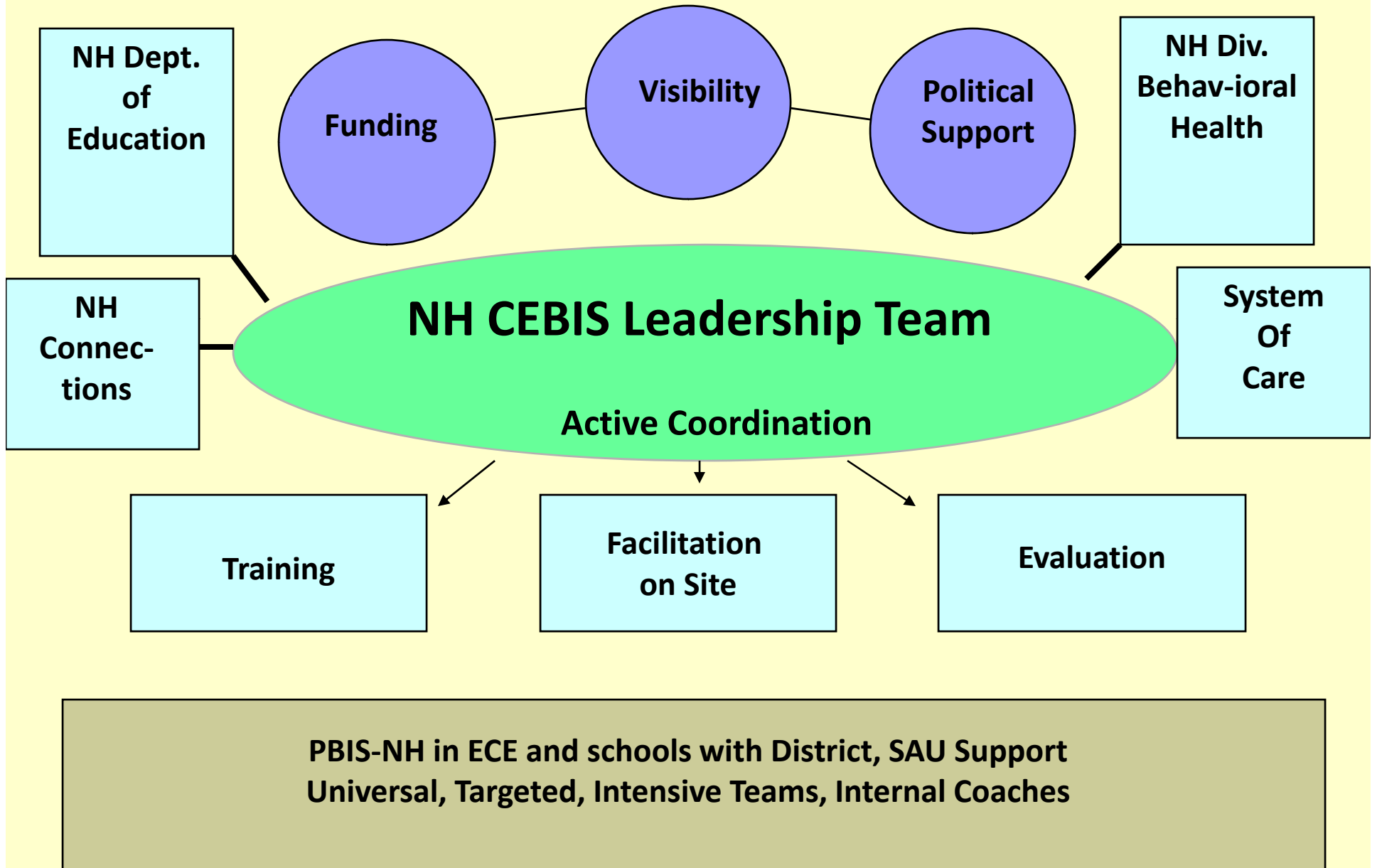
Outcomes for the Day

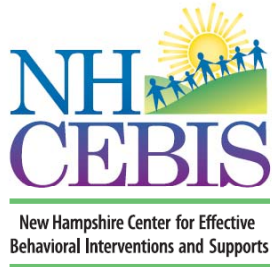
1. To set the context for secondary prevention systems, practices and data
2. To learn the systems features (team, data-based decision-making, communication, early identification and referral processes) of secondary prevention for students at risk of developing behavior disorders.
3. To learn what function-based perspective means

Outcomes for the Day

4. To learn and complete the Collaborative Team and Targeted Team checklists to identify current levels of implementation and, set priority areas, and action plan for the year.
5. To identify one or two people to serve as targeted team coaches.

Taking it to Scale in New Hampshire

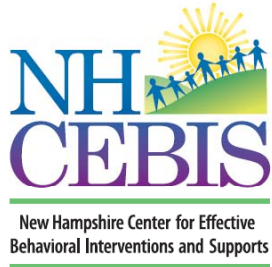




PBIS – NH

Secondary Prevention Training 07-08

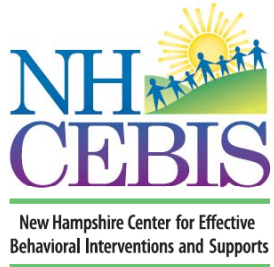
Intro to Targeted	10/19/07	SERESC
Social Contracting	11/16/07	PSU
Targeted Group Interventions and Quick Functional Behavior Assessment (FBA)	12/7/07	PSU
Intermediate FBA	3/7/08	PSU
Basic Behavior Support Plans	4/4/08	PSU
Summer Institute	Week of 6/23/08	PSU



PBIS-NH

Secondary Prevention Features

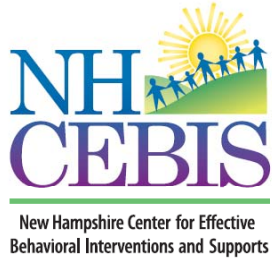
1. Targeted Team and Processes
2. Data-based Decision-Making
3. Communicating with Staff and Families
4. Early Identification and Referral Processes
5. Social Contracting Programs
6. Targeted Group Interventions
7. Functional Behavioral Assessment
8. Behavior Support Planning



PBIS-NH

Secondary Prevention Features – Day 1

1. Targeted Team and Processes
2. Data-based Decision-Making
3. Communicating with Staff and Families
4. Early Identification and Referral Processes

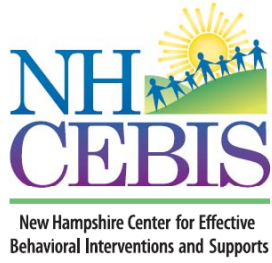


PBIS-NH

Secondary Prevention Features

Days 2 & 3

1. Social Contracting Programs
2. Targeted Group Interventions
 1. Behavior Education Program
 2. Social Skills Instruction
 3. PASS
3. Quick Functional Behavior Assessment (FBA)



PBIS-NH

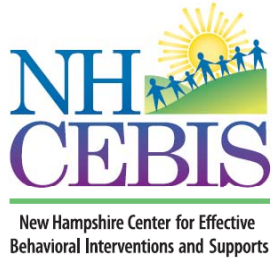
Secondary Prevention Features

Days 4 & 5 & 6

1. Functional Behavioral Assessment
2. Behavior Support Planning
3. Fidelity of Implementation

From Universal to Targeted:

Moving Forward by Looking Back

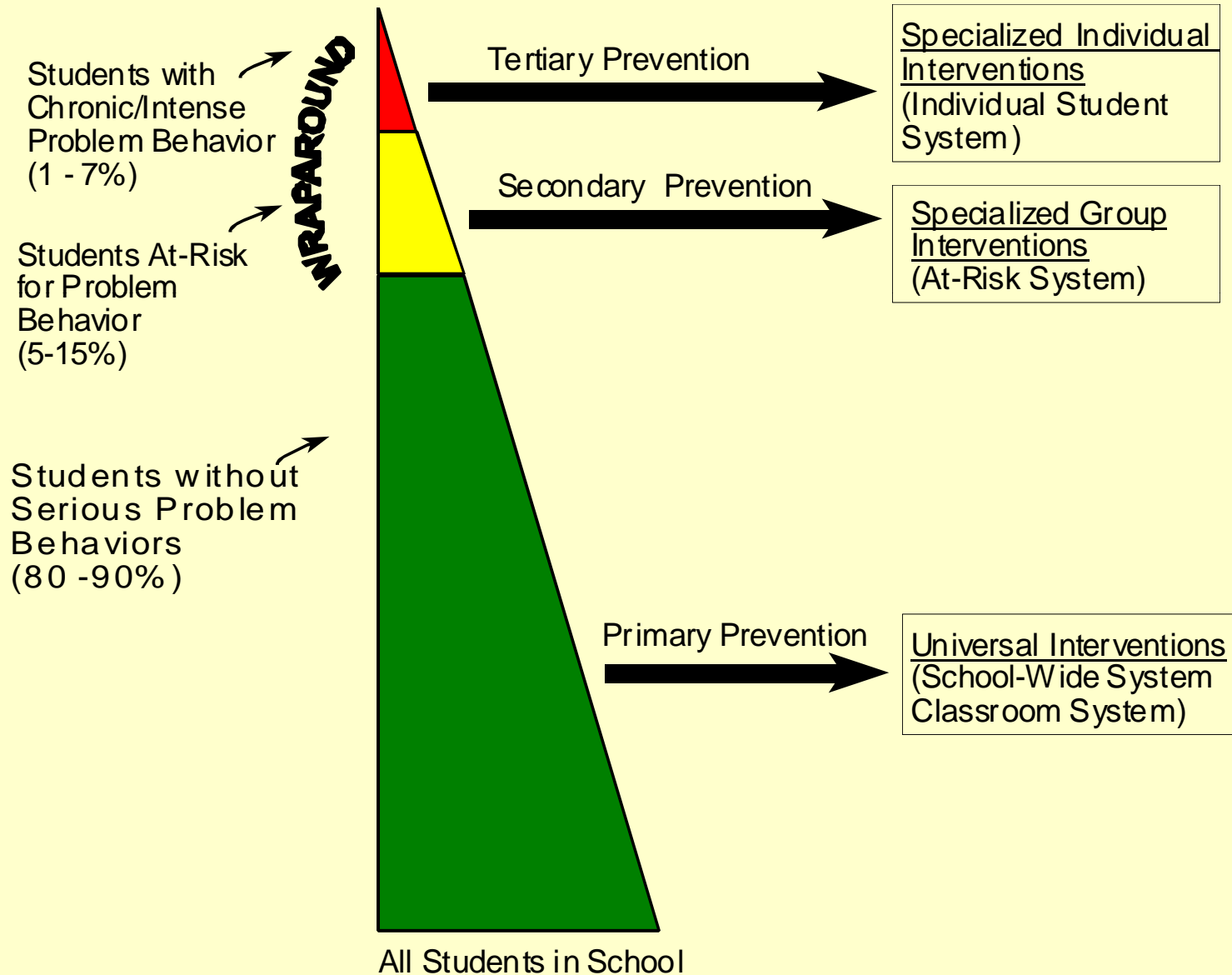


Positive Behavioral Interventions and Supports

Muscott & Mann (2007)

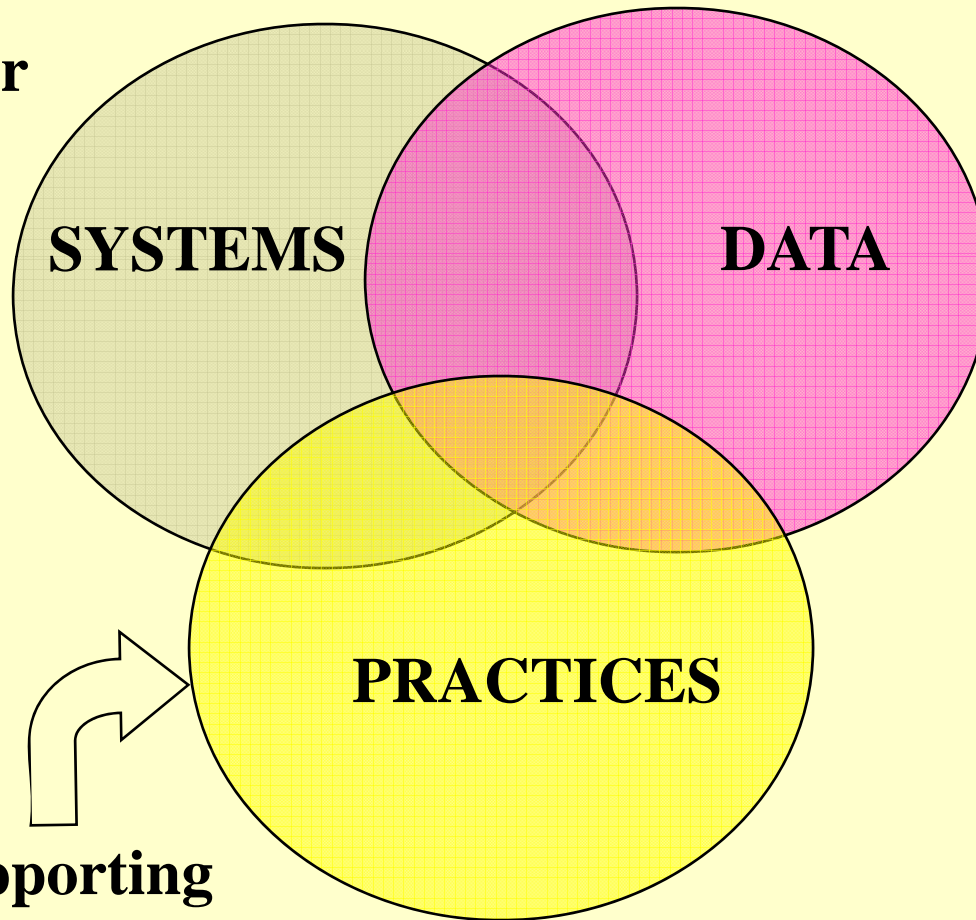
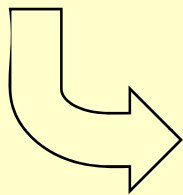
- PBIS is a systematic framework for improving social, emotional, behavioral & learning outcomes for children in K-12 schools & ECE Programs.
- PBIS uses a broad set of evidence-based systemic & individualized strategies to effectively prevent and respond to problem behavior.
- PBIS is a strategic approach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

Continuum of Positive Behavior Interventions and Support

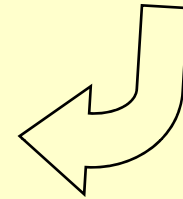


PBIS Support Systems

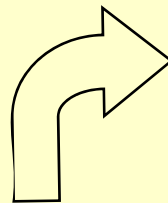
**Supporting
Staff Behavior**



**Supporting
Decision
Making**



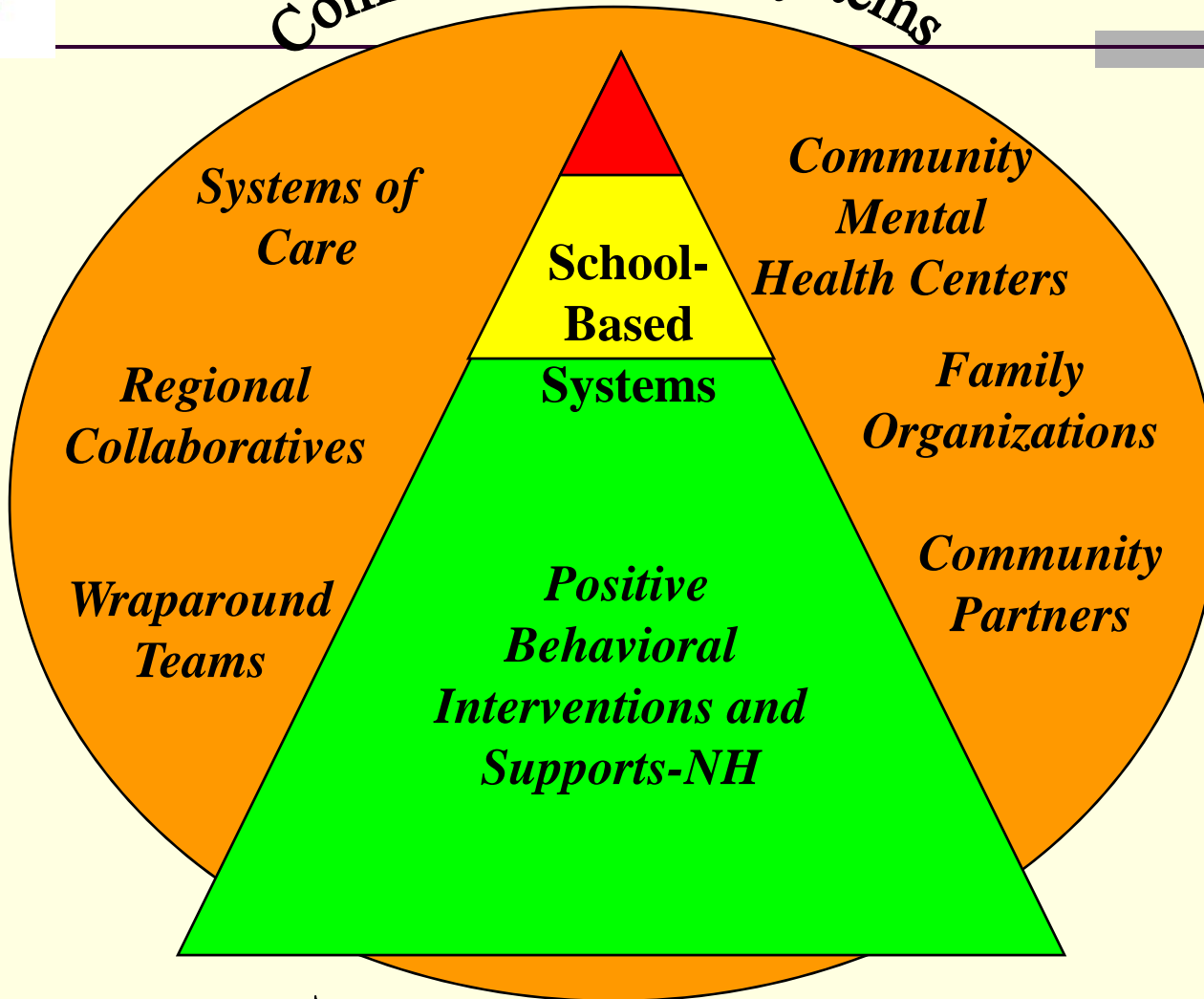
**Supporting
Student Behavior**



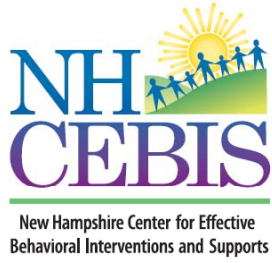
Mental Health and Schools Together-NH

A Systems Approach to Improve Outcomes for All Youth

Community-Based Systems



Youth and Family Systems



PBIS-NH Emphasis on Prevention

Primary

Reduce **new** cases of problem behavior

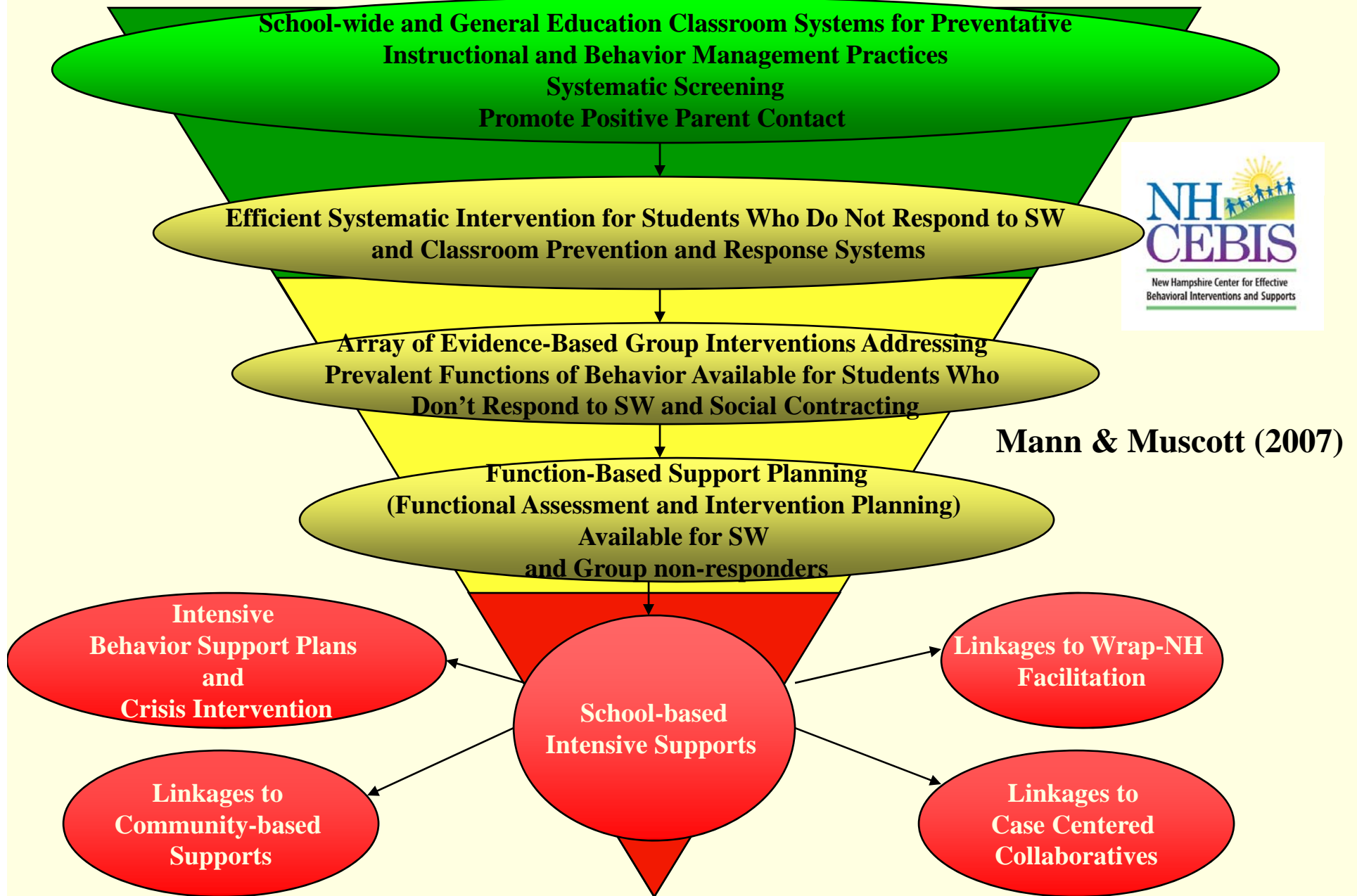
Secondary

Reduce **current** cases of problem behavior

Tertiary

→ Reduce complications, intensity, severity of current cases

Continuum of Behavior Supports: New Hampshire's System of Care and Education



SYSTEMS

1. Universal Team
and Processes

2. Communication
with Staff and
Families

Primary Prevention: Universal Approaches

8. Systematic
Screening

3. Schoolwide
Expectations for
All Locations

DATA

7. Respond to
Problem Behavior

9. Data-Based
Decision Making

4. Classroom
Management

PRACTICES

6. Recognize
Students for
Exhibiting Expected
Behaviors

5. Teach
Expectations
in Locations

SYSTEMS

1. Targeted Team and Processes

2. Data-Based Decision Making

DATA

Secondary Prevention Targeted Approaches

3. Communication with Staff and Families

A Function-Based Perspective

Muscott & Mann (2007)

4. Early Identification and Referral Processes

8. Behavior Support Planning

7. Functional Assessment

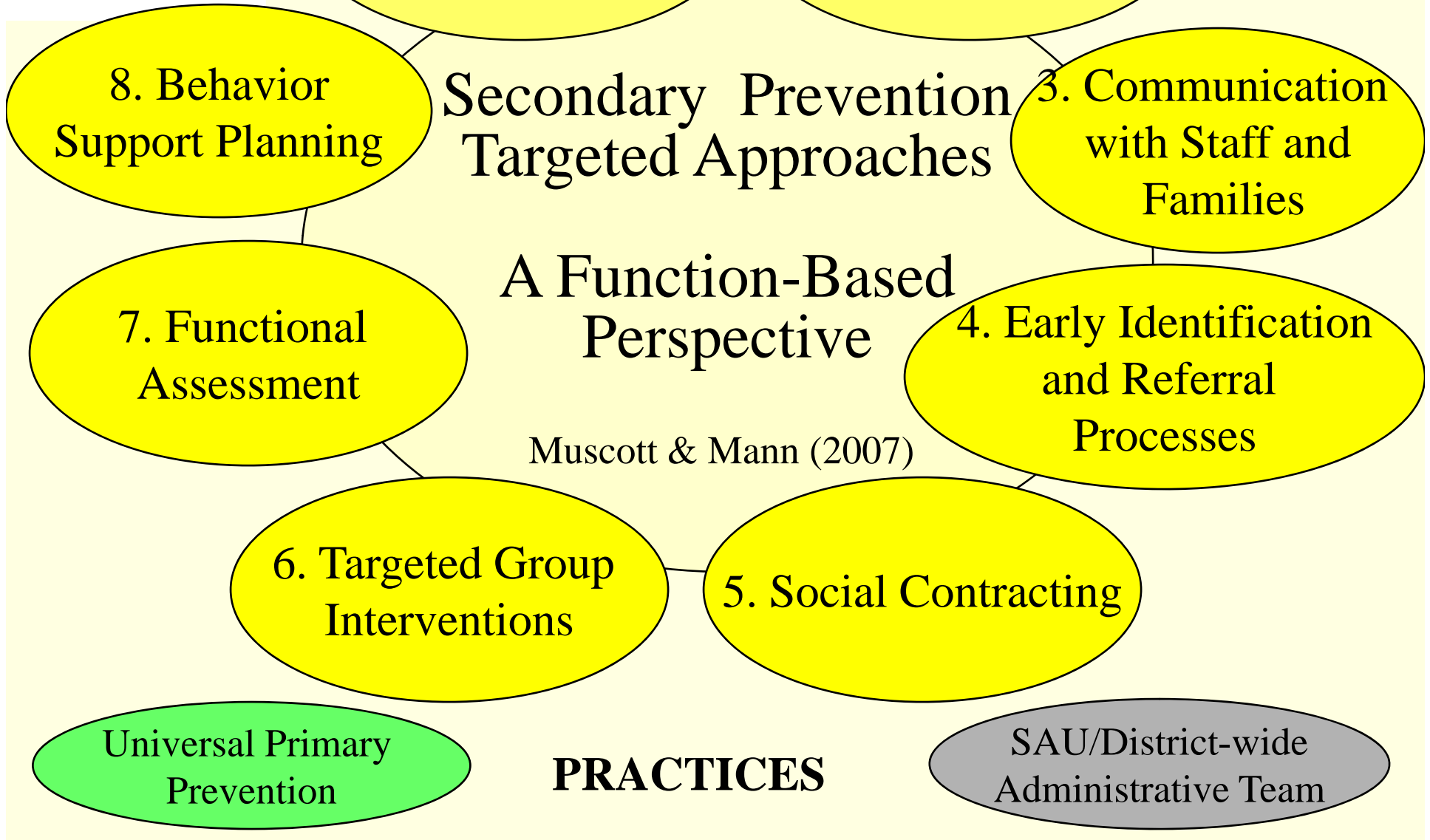
6. Targeted Group Interventions

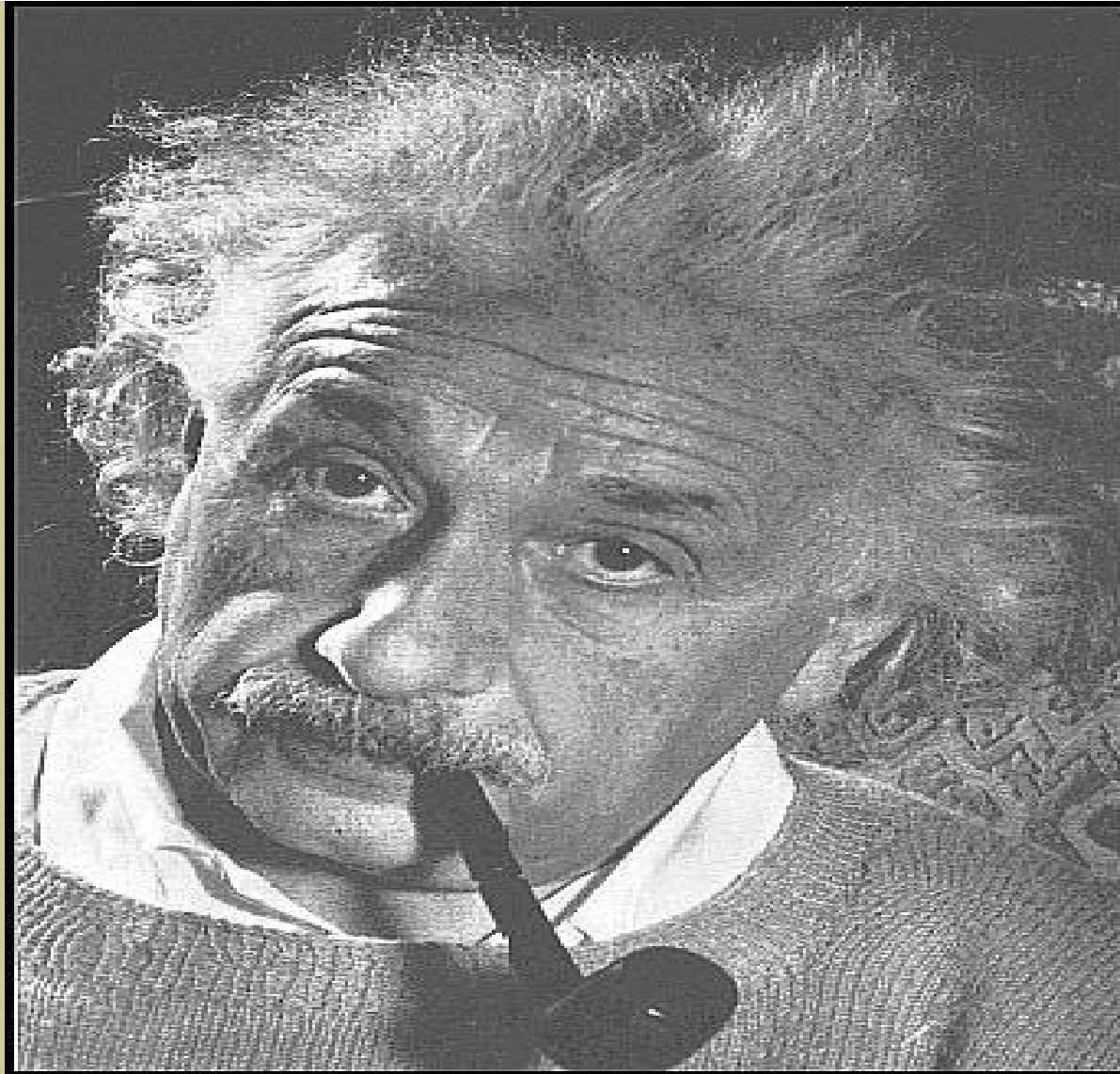
5. Social Contracting

Universal Primary Prevention

PRACTICES

SAU/District-wide Administrative Team





*"Insanity is...
Engaging in the same process over and over, and expecting
different outcomes"*

Albert Einstein

Shifting from Schoolwide to Targeted Supports

- Just as your school implements the school-wide system, and begins gathering reliable data
- You *begin* to solidify a ‘function-based perspective’ and shift attention to group and individual student systems based on ‘function’
 - By creating a targeted team that assists in the identification and support of students who do not respond to the universal system
- Because a good school-wide system does NOT provide enough support for as many as 20% of students to be successful

Why Identify Function?

Mann & Muscott (2005)

- Behavior occurs to meet a need
- It serves a valued purpose for the individual
- The most effective interventions occur when function is identified and plan is guided by the function of the behavior
- Identifying function helps us to see children with strange, angry, annoying, exasperating, scary, unkind, avoidant behavior as *real human beings*

Function = What is Gained or
Avoided as a result of the behavior?

	Get / Access	Escape / Avoid
Peer/Adult Social Attention		
Activities Tasks		
Tangibles Items		
Sensory		

SYSTEMS

1. Targeted Team
and Processes

DATA

Secondary Prevention
Targeted Approaches

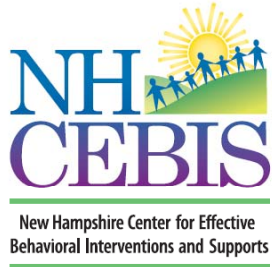
A Function-Based
Perspective

Muscott & Mann (2007)

Universal Primary
Prevention

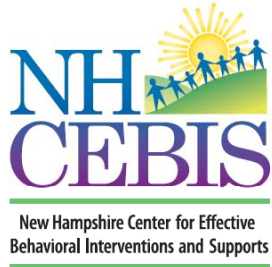
PRACTICES

SAU/District-wide
Administrative Team



Targeted Team Readiness: It's a process – take the time you need

1. School-wide Discipline System is in Place
2. Staff use a 'Function-Based Perspective' for Problem-Solving
3. Targeted Team Has Full Administrative Support with Administrator Understanding of Targeted Team's Purpose
4. Targeted Team is Well-Constructed with People and Skills
5. Targeted Team Understands Its Purpose



Targeted Team Readiness: It's a process – take the time you need

6. Staff Understands Targeted Team's Purpose
7. Targeted Team Understands Function-Based Behavior Support
8. Targeted Team How to Deliver and Monitor Individual and Targeted Group Interventions
9. Targeted and Intensive Systems Know How to Distinguish Between One Another and the Children they Support

Steps for Implementing Targeted Systems in PBIS-NH

1. Create a behavior support team
(Targeted and Intensive are often combined in ECE and alternative schools)

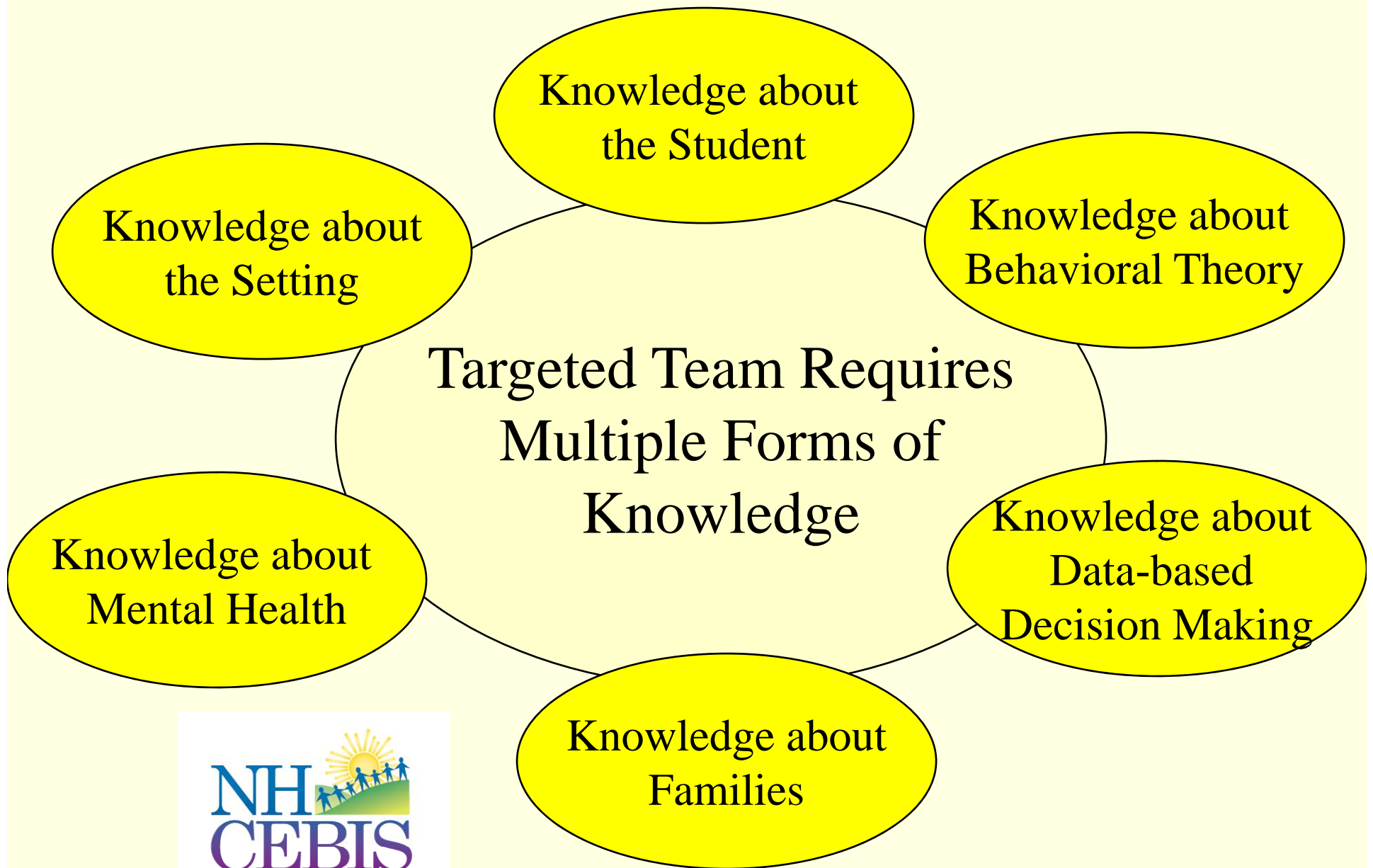
**Administrator, Behavior Support,
Academic support**

2. Identify coach(es)
3. Develop a mission statement

A systems approach to meeting the needs of students at risk

Begins with an Effective, Efficient and
Representative Team!





The Targeted Team has

- Administrative commitment and support
- Effective and efficient group processes
- One or more strong leaders
- Behavioral Expertise
- Academic Expertise
- Family Engagement Expertise
- Mental Health Expertise
- Data-based Decision Making Expertise

A Coach with Behavioral Expertise

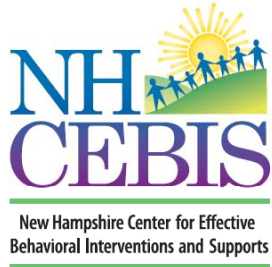
- Knows behavioral theory and elements of Functional Behavioral Assessments and Behavior Support Plans
- Has conducted FBAs and developed successful function-based BSPs
- Can lead the design and teach others to conduct FBA/ BSP

Effective PBIS Team Group Processes

- Roles and responsibilities are 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

Effective Targeted Teams

- Have all essential skills and commitment of members
- Meet regularly
 - Have established meeting time and location
- Have established ground rules for meeting process
- Have a mission that describes purpose and drives the work
- Have clear and well-communicated referral processes
- Have process for record-keeping and filing that maintains confidentiality
- Have a basic or core team vs. action teams that only emerge on a case or situational basis



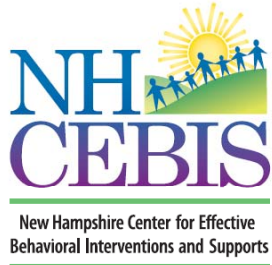
Establishing Your Mission: Sample Mission for Targeted Team

Mission Statement:

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

Mission in Practice:

Targeted teams identify reliable predictors of student behavior, determine likely ‘function of behavior,’ and recommend and monitor function-based group interventions and behavior support plans designed to increase the likelihood of positive behavior and academic achievement.



Collaborative Team and Process Checklist Activity

- Who: Targeted Team
- What:
 - Complete the Collaborative Team and Process Checklist
 - Identify high priority action items
 - Identify Targeted Team Membership
- Timeframe: 30 minutes
- Report Out: None
- Copy of checklist and team membership to PBIS-NH

SYSTEMS

2. Data-Based
Decision Making

DATA

Secondary Prevention
Targeted Approaches

A Function-Based
Perspective

Muscott & Mann (2007)

Universal Primary
Prevention

PRACTICES

SAU/District-wide
Administrative Team

Data-Based Decision-Making

Mann & Muscott (2006)

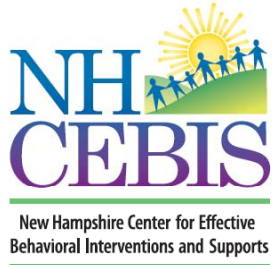
1. Begin with Broad Outcomes (What do we want to achieve?) or Key Questions (What do we want to know?)
2. Identify the scope a Problem (scope and context) through the use of Data (Where we are now?)
3. Translate Broad Outcomes into Specific Objectives with Criteria for Success based on data (What exactly do we want to achieve by when?)
4. Identify Action items to get to the outcomes (What do we want to do?) (Strategic Plan) which creates Structure so that follow through is an expectation
5. Monitor and Evaluate progress – Use Data to assess your progress (Did it work?)

Adapted from Horner (2003)

Targeted Systems in PBIS-NH

Develop yearly outcomes for the targeted system using data-based decision-making

Create an action plan to achieve those outcomes

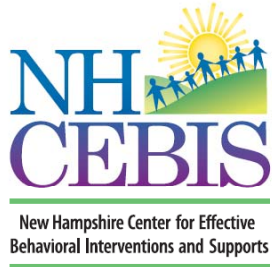


Identifying Broad Outcomes for 2007-2008

What do you want to achieve this year with respect to supporting children who are not responding to the School-wide system?

What would constitute success at the end of this year?

If we were successful this year, at the end of the year we would see... _____



Function-Based Support Questions to Get to Desired Outcomes

1. What data are there that will tell us who is not responding to School-wide (SW) supports?
2. Are data available to tell us what the non-responders need?
3. What supports are currently in place for the non-responders?
4. Do available supports match the needs of the non-responders?
5. How will the Targeted Team address gaps in support for SW non-responders?

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) Is it a Formal or Informal Practice?	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?)

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

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Teacher Assistance Team	Academic or Behavior Concerns	Teacher submits names for weekly TAT meeting Referral Form	Instructional suggestions & ideas for teacher Referral to SPED or Guidance for further assessment/ observation	Anecdotal report back fm teacher 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.; Referral information Meet with Parent	Evaluation, Team Decision-making, disability determination, individualized planning	AYP

Targeted Team Outcomes Activity

- Who: Team
- What:
 - Answer the 5 ‘outcomes’ questions
 - Use the Inventory Chart to help answer question #3
- Timeframe: 60 minutes
- Report Out: Volunteer Share

SYSTEMS

DATA

Secondary Prevention
Targeted Approaches

3. Communication
with Staff and
Families

A Function-Based
Perspective

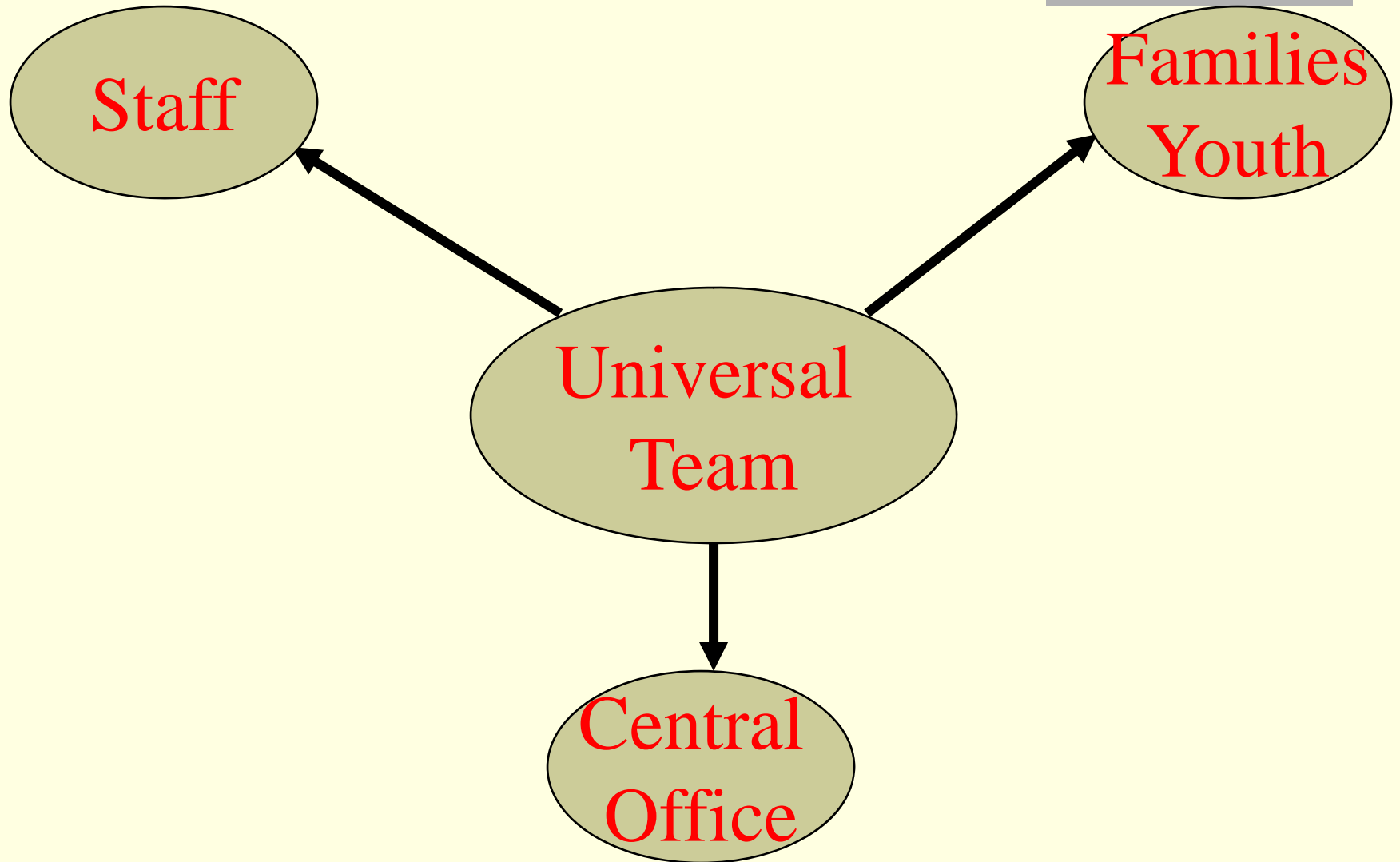
Muscott & Mann (2007)

Universal Primary
Prevention

PRACTICES

SAU/District-wide
Administrative Team

PBIS-NH Communication Systems



Communicating with Families and Faculty

- 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 school-wide practice helps promote stakeholder engagement as an outcome at all tiers
- 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.

Communicating with Families and Faculty

- Remember to consider the communication culture of the program and past experiences
- The larger the staff and student population, the more complicated the challenge
- The more experience folks have with consensus building, the easier the process
- Be sure that feedback is summarized for those who provide it (always give back data to those who provide it)

Keep in Mind

The culture of school, district, SAU or program and the local community.

That multiple strategies are required to increase the likelihood communications are received by multiple audiences.

That embedding information in existing activities, structures, and documents increases the likelihood of sustainability.

SYSTEMS

DATA

Secondary Prevention
Targeted Approaches

A Function-Based
Perspective

Muscott & Mann (2007)

4. Early Identification
and Referral
Processes

Universal Primary
Prevention

PRACTICES

SAU/District-wide
Administrative Team

Steps for Implementing Targeted Systems in PBIS-NH

4. Develop a process and criteria for referring students to team

Parental Notification and Input

Documentation

Referral Criteria

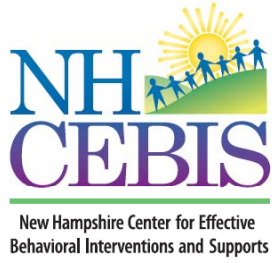
Referral Procedure Outcomes

- Staff know the types of concerns that are appropriate for referral to Targeted Team
- Staff know how/when to initiate the process (know what informal / formal steps to take prior to referral)
- Staff know what to expect when a student is referred
- Staff are trained in what “function” means
- Staff are trained in conflict cycle, de-escalation techniques and effective family engagement practices
- Staff know what information must be available at an initial meeting
- Staff think about predictors *before* refer to T-Team

A Process for Obtaining Targeted Supports for Students Who Do Not Respond to Primary Prevention

Muscott & Mann (2007)

1. Concern about student
2. Informal remedies
3. Referral to targeted team
4. Screen material /appropriateness of referral
5. If appropriate, implement social contracting
6. If student doesn't respond, begin functional behavioral assessment process with quick or intermediate FBA.
7. Once function is known, implement targeted group intervention.
8. If student doesn't respond, develop function-based behavior support plan and monitor progress.



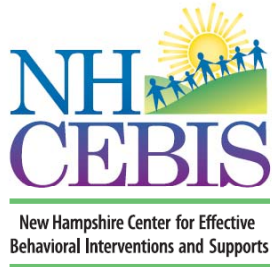
Targeted Team Referral Processes

1. Informal Processes

1. Teacher Nomination with form
2. Parent Nomination
3. Use of SWIS data to target number of referrals

2. Formal Processes

1. Systematic Screening Process
 1. Early Screening Project
 2. Systematic Screening for Behavior Disorders



Develop or Adopt an Effective and Efficient Referral Form that Provides Data Pertaining to Predictors and Function

- Model form exists:

“Targeted Team Request for Assistance Form”

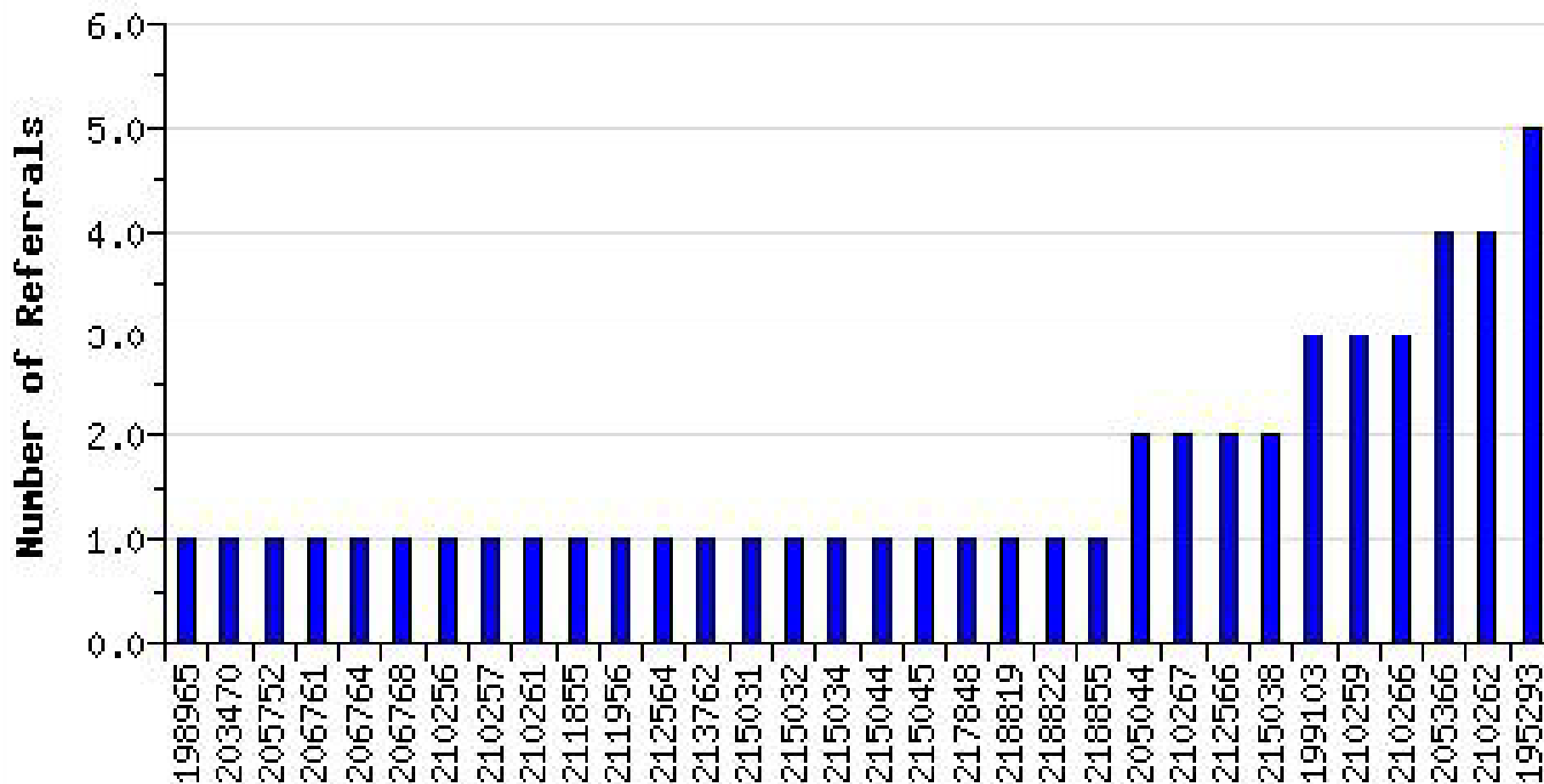
Todd, Horner, Sugai, & Colvin (1999)

- Cites problem behavior and context
- Addresses what has been tried already
- Motivation behind behavior
- Predictors

In Manual – page _____

Using SWIS Data to Refer to Targeted Team

Referrals By Student



Referral Process Activity

- Who: Team
- What: Begin to develop your referral process in the form of a flowchart. Keep in mind other supports that you identified in the ‘Inventory Chart.’
- Timeframe: 30 minutes
- Report Out: None

**See Referral Processes
Section in Manual**

Team Time

- Who: Team
- What: Complete the Targeted Team Self-Assessment (Part 1: Readiness) and address any priorities. Action plan priority items.
- Timeframe: 60 minutes
- Report Out: None