
Webinar:
Introduction to PBIS & NH CEBIS
for New Staff & New Administrators
in PBIS-NH Schools

Webinar Provided By:

NH CEBIS

The New Hampshire Center for Effective Behavioral Interventions and
Supports at SERESC, Inc.

(603) 206-6820

www.nhcebis.seresc.net

Introductions:

- Today's Webinar Facilitators:
 - Eric Mann
 - NH CEBIS Trainer and Project Advisor
 - Becky Berk:
 - NH CEBIS Associate Director

Agenda

- Welcome and Start-up: 3:20 – 3:30
- Key PBIS Principles: 3:30 – 3:50
- ‘Universal’ (School-Wide)
Prevention and Response 3:50 –
4:05
- Using Behavioral Data to Make
Decisions 4:05 – 4:20
- NH CEBIS Resources 4:20 – 4:30



What is ‘NH CEBIS at SERESC’?

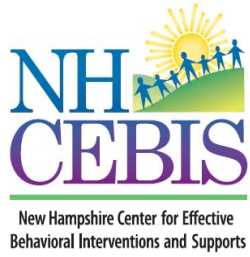
- NH CEBIS (New Hampshire Center for Effective Behavioral Interventions and Supports) at SERESC, Inc.:
 - Provided training & support for PBIS implementation in NH schools since 2002
 - 5 Cohorts of schools have received or in process of 3-year training model:
 - 140+ Participating Sites (current & ‘graduated’)
 - Web-site: resources available on-line
- Howard Muscott, NH CEBIS Executive Director

CHAT CHECK

- Becky will send a 'test chat' to you:
 - Look at the bar on the right side of your screen for a message!
 - Respond if you want...

Today's Protocol:

- End at 4:30
- Webinar is not a good forum for verbal discussion, so please use 'chat' to 'talk'...
- 5-minute Q & A will follow content sections
 - 2 ways to indicate you have a question:
 - 1) Type your full question in 'Chat'
 - 2) Indicate you have a question by typing a question mark (?) in 'Chat'
- Questions will be addressed only during Q & A sessions
- Unfinished or unanswered questions to be followed-up post-webinar by facilitators



Today's Outcomes:

Participants should end the session feeling they received:

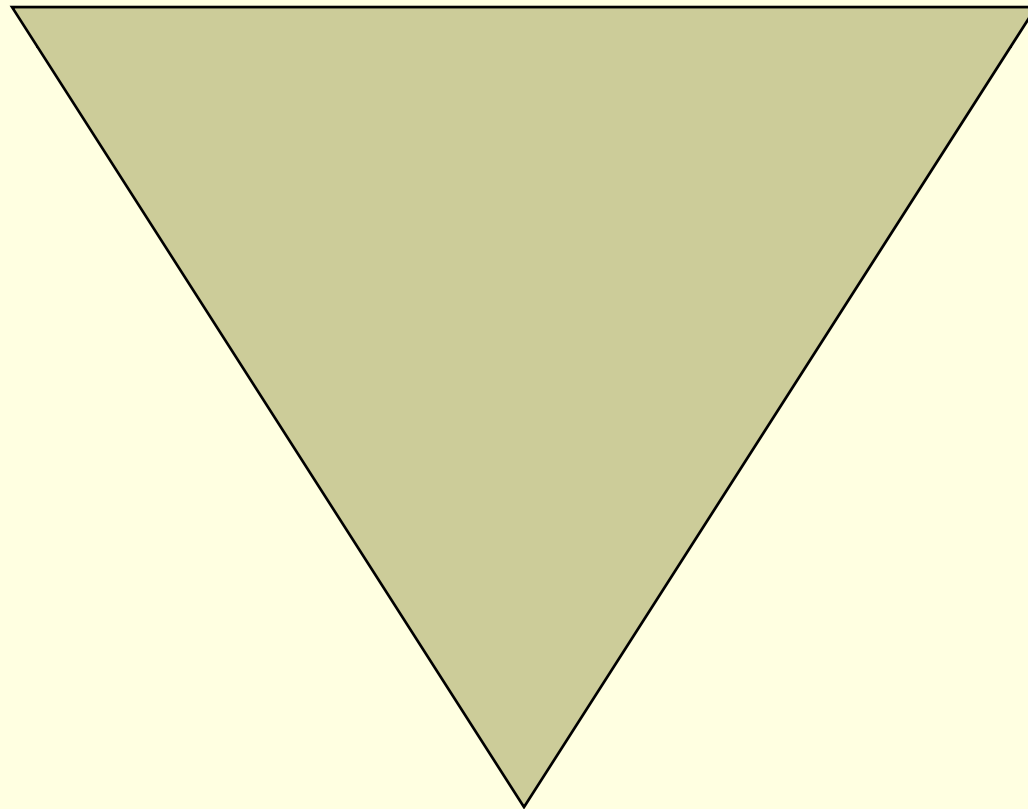
- 1) An intro to key PBIS Principles
- 2) An intro to School-wide systems & practice features
- 3) An intro to principles of Data-Based Decision Making
- 4) Information re: PBIS resources (web-sites and NH CEBIS supports)

Section 1: PBIS Nuts and Bolts

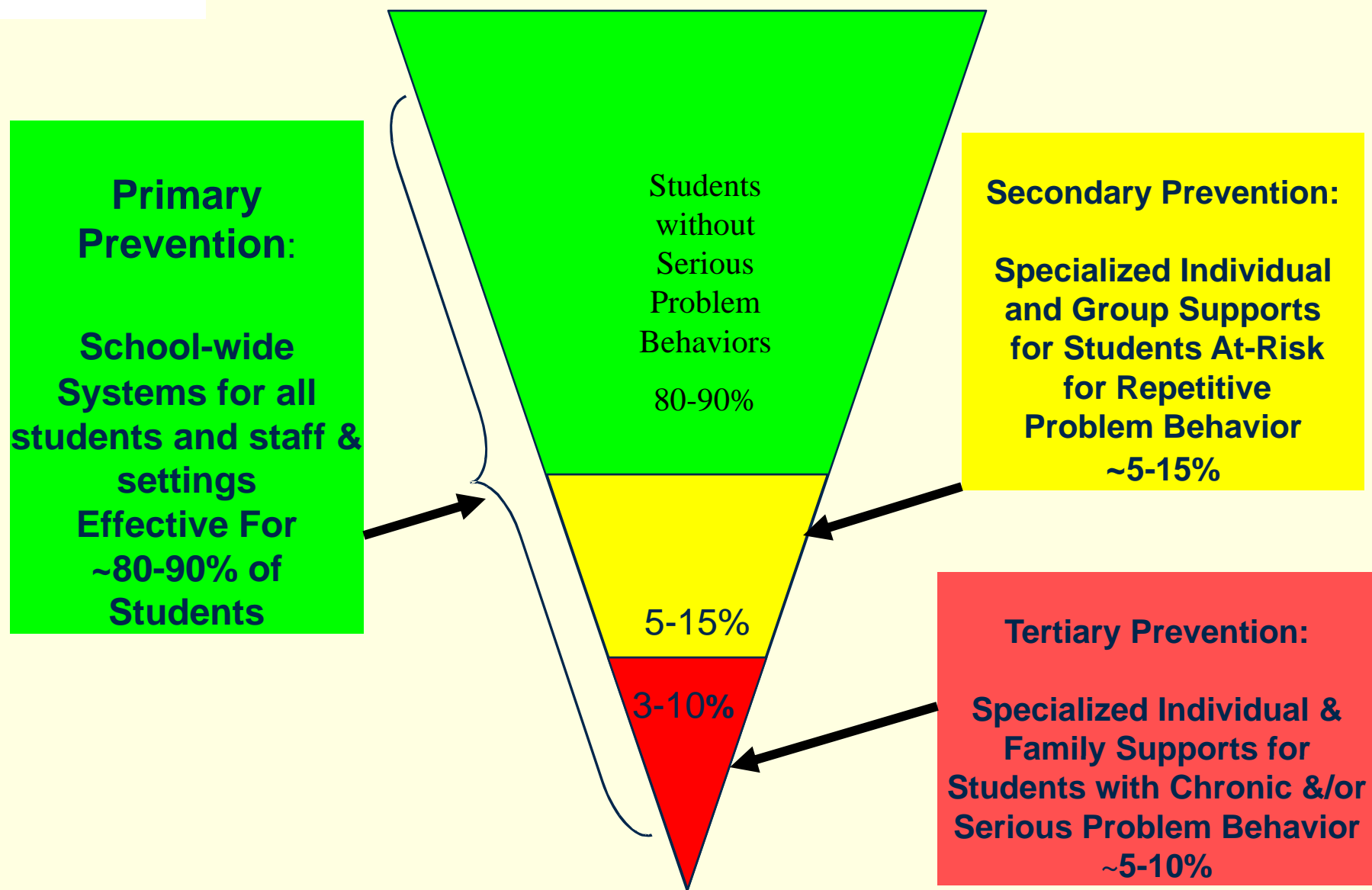
- Section 1 Will Cover:
 - PBIS Triangle: A Continuum of Supports
 - PBIS Circles: Systems, Practices & Data
 - ‘Prevention’ & ‘Response’ at all tiers
 - Early, Efficient Effective Supports
 - Consistency and Predictability

Section 1: PBIS ‘Nuts and Bolts’

■ The PBIS Triangle

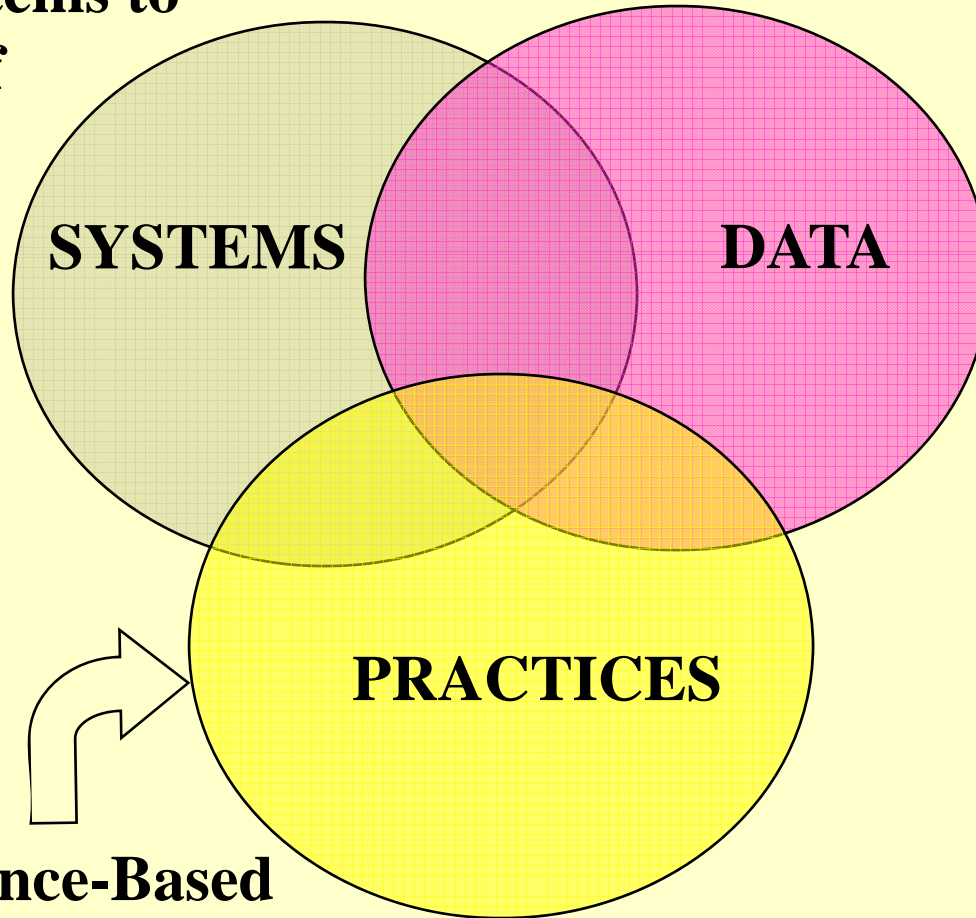
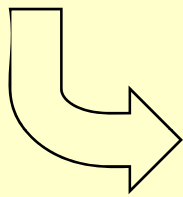


PBIS: A CONTINUUM OF SUPPORT

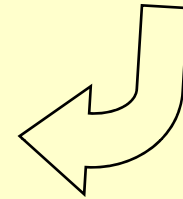


PBIS Support Systems

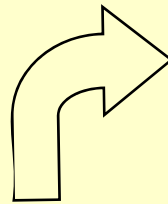
Effective Systems to Support Staff



Accurate Data to Support Decision Making

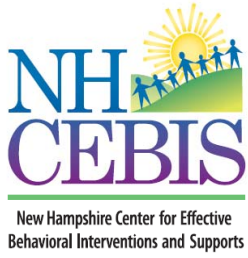


Evidence-Based Practices to Support Students



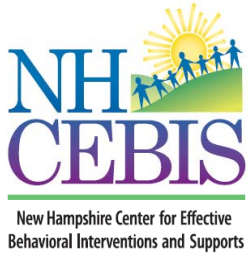
Key Ideas:

- 1) Prevention AND Response
- 2) The Three E's:
 - Early, Effective & Efficient
- 3) Consistency
 - Unified Mission & Message
 - Common definitions of both desired & concerning behaviors
- 4) Predictability
 - Reduce Stressors



School-Wide () Systems & Practices for *Prevention*

- School-Wide Team
 - Representative, Effective & Efficient
 - Focus is on school-wide (primary) systems & practices/ not individual (secondary) systems & practices
 - Uses School-Wide Data to guide decisions

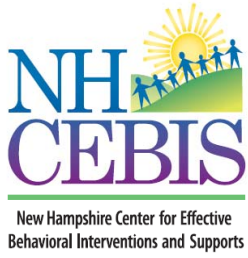


School-Wide Systems & Practices for *Prevention*

- Behavioral Expectations
 - What are your school's expectations?
 - Share your school's expectations with others in 'Chat' (type in your expectations)

- Behavioral Matrix
 - Go to Web-site: Becky

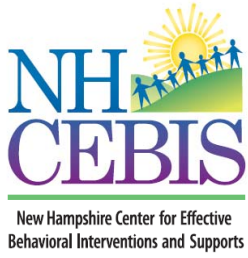
- Teach & Recognize Behaviors Targeted for Improvement (Instruction, Practice, Feedback, Assessment, Monitor)



School-Wide Systems & Practices for *Prevention*

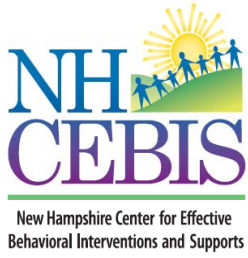
- Effective Classroom Instructional & Behavior Management Practices

- Proactive Parent Engagement
 - Go to Web-Site: Becky



Universal (School-Wide) Systems & Practices for *Response*

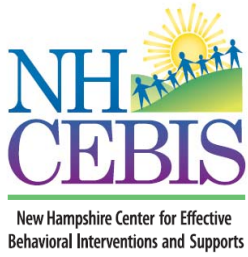
- Common definitions for behaviors of concern
 - Major behaviors (administrator handled)
 - Minor behaviors (staff handled)
 - Go To Web-Site: Becky



Universal (School-Wide) Systems & Practices for *Response*

- Response process
 - Early response to Minor behavior
 - Consistent response process for Major behavior

- Data reporting
 - Office Referral (Behavior Tracking) Form
 - System for summarization, review and decision-making



School-Wide Systems & Practices: Early support for students at-risk for repetitive problem behavior

- Establish criteria (& a referral protocol) for when students have demonstrated that ‘primary’ supports are not enough.

Through their behavior and performance, these students have communicated a need for higher level support (i.e. primary/ school-wide supports are not enough).

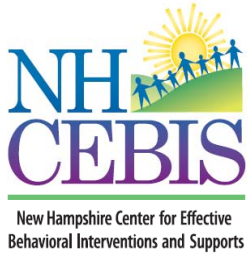
The earlier they receive effective support, the better.

Q and A for Section 1:

- Type in “?” if you have a question

OR

- Type in your question



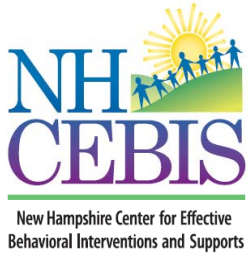
Section 2: Data-Based Decision Making

- Section 2 will cover:
 - A Data-Based Decision Making Process
 - Guidance and Questions to Encourage Data-Based Decision Making at Team Meetings
 - A look at **SWIS** (School-Wide Information System)

Data-Based Decision-Making Process

Mann & Muscott (2006) Adapted from Horner (2003)

1. Begin w/ Broad Outcomes
 - Broad terms: What do we want to achieve? (e.g. 'Want Safe Hallways')
2. Identify scope of Problem (scope & context) using Data
 - (e.g. assess current safety of hallways - who, what, when, where?)
3. Translate Broad Outcomes into Specific Objectives w/ Criteria for Success
 - With precision, what we want to achieve by when (e.g. '98% of students demonstrate 'safe walking' by 11/1')
4. Identify Action Plan to get to the outcomes
 - Who does what by when? (Strategic Plan)
5. Monitor and Evaluate progress –
 - Use Data to assess your progress (Did it work?)



Guidance and Questions for Team Meetings:

1. **Be an ‘Outcomes Nag’:**

PRIOR to designing strategy ask:

“What are our desired outcomes?”

Outcomes: What will happen if we are successful (e.g. If hallways are safe, what do we see, hear, etc.)?

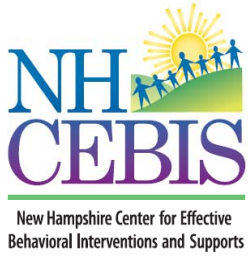
2. **Be a ‘Data Nag’:**

PRIOR to designing strategy ask:

“Do we have the information we need to make a good decision?”

If not, what info do we need?

- Use SWIS/ Surveys/ Other sources of information



Guidance and Questions for Team Meetings:

3. Work Smart: Consider the ‘scope’ of the problem before designing strategy:

“Is this a school-wide issue, targeted issue, a non-issue, or a reason to celebrate?”

4. Be an Assessment-Nag:

Prior to implementing any strategy, ask:

“When and how will we check on the success of our strategy?”

- Schedule dates for review of post-intervention data

Sources of Data

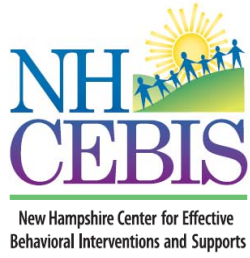
- SWIS (School-Wide Information System)
 - Log onto www.swis.org
 - The 'Big 5' Reports
- Importance of data reporting

Q and A for Section 2:

- Type in “?” if you have a question

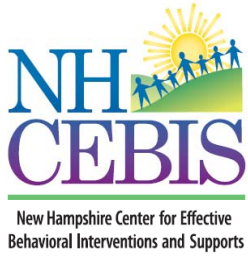
OR

- Type in your question



Section 3: NH CEBIS Web-site/ Resources

- Section 3 will cover:
- NH CEBIS supports & training
- Other PBIS Web-sites



NH CEBIS supports and training

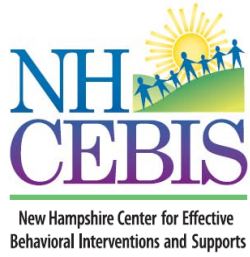
■ NH CEBIS Web-site

■ www.nhcebis.seresc.net

- Trainings available to current NH CEBIS Cohorts
- Trainings available to 'graduated' PBIS-NH Cohorts:
 - PBIS-NH trainings available for fee
- Contracted Services
 - Coaching & training in systems features & effective practices available at fee-for-service rates

Other PBIS Web-sites

- www.pbis.org (national web-site)
- www.ebdnetwork.il.org (Illinois web-site)
- www.pbismaryland.org (Maryland web-site)
- www.swis.org (School-Wide Information System web-site – data system)



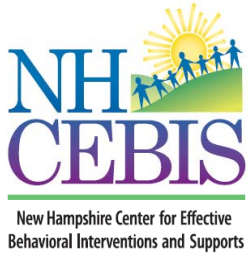
Contact NH CEBIS:

■ 603-206-6820

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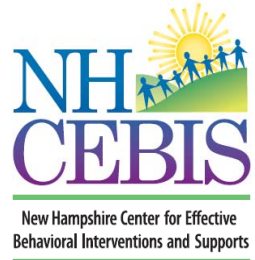
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NH CEBIS Gratefully Acknowledges:

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- NH DOE Bureau of Special Education, Santina Thibedeau, Director
- Rob Horner, University of Oregon
- George Sugai, University of Connecticut
- Lucille Eber, State Director, Illinois PBIS



Adjourn
