Intensive Positive Behavior Support: Systematic Implementation of Tier II and Tier III Supports (Introductory Session)

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Not new…its based on long history of behavioral practices & effective instructional design & strategies
PBIS -- What is It?

- A. A bunch of meaningless psychobabble from Rob Horner and Brianna Stiller
- B. A framework for creating systems change
- C. Being nice to kids -- giving them stuff when they are good
- D. Way too complicated for a 60 minute workshop
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Critical Features of PBIS

- Expectations are clearly defined
- Expectations are explicitly taught
- Team based approach to creating consistency
- High ratios of positive to negative feedback to students
- Continuum of procedures to discourage problem behavior
- Use of data to evaluate outcomes and guide interventions
- Systematic evaluation of fidelity (“Did we do what we said we’d do”?)
Brianna Stiller’s One Item Fidelity Test

- Randomly choose 10 classrooms
- Observe in each classroom for 30 minutes
- Count: The number of times the teacher talks to students right after the student did something right v. the number of times the teacher talks to students right after they did something wrong
- If the ratio is 4:1, your school ROCKS!!!
Data

- Why Collect Data? Isn’t it just a pain?
  - Do we have a problem? Where? What?
  - We might stop doing something that works
  - We might continue doing something that doesn’t work
Intensive Positive Behavior Support: The Big Ideas

- Do the easy stuff first (efficiency is a major goal)
- Processes are as important as practices
- Administrative support is critical
- Data Based Decision Making
Critical Features of IPBS

- Systematic Screening (Proactive)
- Effective Teaming
- Tiered Interventions that provide increased levels of intensive support
- Practices are based on principles from Behavioral Sciences (Function Based Behavior Support)
- Progress is monitored closely using data
**IPBS v. SST (the old way)**

- **Evaluate/Problem Solve Intervene v. Test/Label/Place**

- **Focus on services for all students (including SPED students) v. focus on special education**

- **Primary focus on behavior problems, but often academic intervention is needed to alleviate behavioral challenges**

- **Teacher Input: Occurs at Student Centered Team meetings; not at the IPBS meeting. IPBS meetings serve a coordinating and monitoring function**
Screening

- Request for Assistance
- SWIS (ODR) Data
- Academic Data (IIPM; OAKS)
IPBS No-No’s

- Admiring the problem
- Blaming the student
- Extended discussions of interventions we cannot deliver
Who Does What?

- **IPBS Team**
  - Meets every 1-2 weeks
  - Coordinates and monitors school wide behavioral interventions
  - Analyzes data
  - Recommends changes in interventions

- **Student centered team**
  - Meets at least twice -- usually more than twice
  - Creates a behavior support plan
  - Determines what the intervention looks like
  - Makes final decisions about when to implement or modify an intervention
IPBS Team Roles

- **Team Leader** (organizes agenda; facilitates meeting)
- **Process Monitor** (someone whose role is to monitor group processes)
- **Screening Coordinator** (someone who collects screening data and brings it to the meeting)
- **Coordinators of Tier II Interventions -- CICO; Academic Seminar/Strategies**; (bring progress monitor data to meetings)
- **Coordinator of Tier III Interventions** (Behavior Support Plans based on Functional Behavioral Assessment)
- **Note Taker**
Administrative Support

- Attend meetings
- Visible support for decision-making process of teams
- Allocates resources for:
  - Delivery of interventions
  - Trainings in practices; meeting times
District Support

- District Coach attends team meetings
- Trainings in practices (CICO; FBA; Academic Seminar) provided throughout school year

Technical Assistance
- Problem Solving
- Modeling FBA’s

Link to District Leadership if additional resources are needed for implementation of support plans
Why Do People Behave?

Modeling? Accident? Instinct? Condition??

Why Do People Continue Behaving?

IT WORKS!
A Functional Framework

- By far, the most common functions of problem behavior in schools are to:
  - **Obtain Adult Attention**
  - **Obtain Peer Attention**
  - **Avoid/Escape/Delay an Aversive Academic Task**
Practices -- Main Logic

- **Behavior support is the redesign of environments, not the redesign of individuals**

- **Positive Behavior Support plans define changes in the behavior of those who will implement the plan.**
Effective Environments

- **Problem behaviors are irrelevant**
  - Aversive events are removed
  - Access to positive events are more common
- **Problem behaviors are inefficient**
  - Appropriate behavioral alternatives available
  - Appropriate behavioral alternatives are taught
- **Problem behaviors are ineffective**
  - Problem behaviors are not rewarded
Practices

- **Tier II Prevention**: Targeted Interventions applied similarly to students with similar needs
  - CICO
  - Social Skills; Anger Management; or Friendship Groups
  - “ABC” Intervention (Transformers; Academic Seminar; Spy)

- **Tier III Prevention**
  - Functional Behavior Assessment and Individualized Behavior Support Planning
Common Reasons for Failure of Interventions

- Interventions are not implemented with sufficient fidelity
- The intervention is not matched to the function of the problem behavior
- The intervention is not monitored closely
Screening Data

- ODR (SWIS) Data
- Easy CBM Data
- OAKS Data
- Grades
- Request for Assistance
Progress Monitor Data

- SWIS CICO Data
- Survey Monkey or Google Docs Teacher Feedback Data
- Teacher Feedback Forms
- School Success Pre-post Assessment
Outcome Data

- ODR Data
- OAKS Data
- Consumer Satisfaction Data
Q1. The IPBS system was effective in helping my school build (or refine existing) systems for responding to students with behavior challenges.
Q6. Systems developed or refined as a result of IPBS decreased the district team’s overall work load or helped the team work more efficiently.

Comments:

*It did not decrease work load. It did help us work more efficiently.
*Helped the teams work more efficiently, but didn't decrease the work load. Made the work more effective. It feels like more work, but probably is not more -- just different.
*We had a large workload and probably need more support in making our team efficient.
*Not yet, but I think we are about there.
Q7. I would recommend the IPBS process (training, technical assistance) to other districts' behavior support teams.
I PBS....and how we intend to change the world.