Presentation Objective

- To describe and define the features of a systems approach to positive behavioral interventions & supports (PBIS & EBS)
  - Context for Tier II interventions
  - Definition & elements of a targeted intervention
  - Implementation features of a targeted intervention
Big Ideas in Tier II Interventions

1. Feedback
   - Structured feedback directly tied to school-wide expectation and individual’s goal.

2. Frequency
   - Feedback provided more often than to typical students. Consistent and when possible involves parents and all teachers

3. Quality
   - Focused positive comments about what they are doing correct, while avoiding the good job syndrome.

How to Identify Students in Need of Support: Using a Multiple Gate Approach:

- A Multiple Gate Approach is an efficient method for quickly identifying students who might be in need of additional academic and social supports.

- Usually employs three “gates”
  - 1. Teacher rating of externalizing and internalizing behaviors.
  - 2. Records review, including attendance, academic performance, behavior reports.
  - 3. Direct observations of class by trained professional (e.g. school psych, social worker, counselor, etc.)

- Parent Interview & Discussion
  - 1. Meet with parents and discuss opportunity for their child to participate in a program that will offer additional supports.
  - 2. Support may include academic tutoring, study skills, social development, organizational support, etc.

Implementing SOS with Individual Students

- Effective School-Wide System in Place
- Student not responding to school-wide Expectations
- Implement Basic SOS
  - Increased structure, check-in, checkout
  - Frequent feedback
  - Connection with key adult
Designing Daily Progress Reports

- Determine behavioral expectations
  - School-wide expectations
  - Monitor IEP behavioral goals
  - Academic vs. behavioral expectations
- Expectations positively stated
- Range of scores vs. dichotomous scoring
  - Rating scales should be age appropriate
- Teacher friendly
  - Circling versus writing & place for teacher initials
  - Consistent expectations versus individual expectations
- Easy summarize data and determine if goal is met

Daily Progress Report

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Is My School Ready to Implement a System of Support (SOS)?

- School-wide system of behavior support in place
- Staff buy-in for implementation of the SOS
- Administrative support
  - Time & money allocated
- No major changes in school climate
  - E.g. teacher strikes, administrative turnover, major changes in funding
- SOS implementation a top priority

Getting SOS Started In Your School
How Do You Build Student and Staff “buy-in” for the SOS?

- Give SOS program a high profile in your school
- Promote SOS as positive support not punishment
- Collaboratively involve referring teachers in SOS process
- Provide regular feedback to staff, students, and families

Training Teachers on System of Support (SOS)

In-service on the “spirit” of program
- supportive, not punitive
- immediate feedback on behavior (type of statements, what the ratings mean, examples of feedback)
- follow-up forum to express concerns
- individual coaching
- boosters needed at least yearly

Training Students on SOS System

- Meet with parents and students
- Modeling and Practice
- Accepting Feedback
- Decision-Making
  - Goal

Personnel: Support Coordinator

- Takes care of requests for assistance
- Lead morning check-in/ afternoon check-out
- Enter support data on spreadsheet – daily
- Organize and maintain records
- Create graphs for support meetings
- Gather supplemental information for support meetings
- Prioritize students in need of support for team meetings
- Lead support meetings
Characteristics of an effective Support coordinator

- Flexibility within job responsibility (e.g., Ed. Asst.)
- Positive and enthusiastic
- Someone the students enjoy and trust
- Organized and dependable
- Works at school every day

Using Functional Behavioral Assessment Procedures to Enhance SOS Effectiveness

- Functional Behavioral Assessment
  - A method of looking at environmental factors that predict, support, or explain problem behavior
  - In essence, examining setting events, antecedents, behaviors, and consequences and using this information to determine the function problem behavior serves (e.g., escape, adult or peer attention, etc.)

Personnel: Support Team

- Attend weekly or bi-weekly meetings
- Contribute to decision making for students in need of support
- Help conduct "Orientation to SOS" meetings
- Gather supplemental information
- Contribute to student/staff development workshops
- Contribute to feedback sessions
- Complete any assigned tasks from support meeting

Evaluating SOS Team Progress: Sample Agenda Form

BEP Team Meeting Agenda
Date: ___________ Note taker: ___________
Team Members Present: ____________________________

List of Priority Students:
1) Discuss Priority Students
2) Discuss New Referrals
3) Identify ways to provide feedback & acknowledgement more consistently
4) Other Issues of concern or students
Resources: Time and Money

• 10-15 hours per week for support coordinator
• Support forms on NCR paper
• School supplies for support participants
• Acknowledgement for support participants
• Tangible items for students in need of support who meet their goals

Implement Basic SOS

- Is the Basic SOS Working?
  - Yes
    - Continue with Basic SOS
    - Transition to self-management
  - No
    - Conduct Brief Functional Assessment
      • What is the problem behavior?
      • Where does the problem behavior occur/ not occur?
      • Why does the problem behavior keep happening?

Why Do Interventions Fail?

• Bad data for decision making
• Un-measurable outcome objectives
• Low quality plan
•Poor implementation of plan
• Lack of regular & sustained monitoring
• Inadequate support for implementers
• Failure to implement/adopt function-based approach

Big Ideas

• Schools need different systems to deal with different levels of problem behavior in schools.
• Targeted group interventions should be efficient systems for supporting students at-risk for more severe forms of problem behavior.
• 3 to 10% students (depending on school demographics and resources) can be served using a targeted group intervention.
• Some students are going to need more intensive support than Tier II support can provide.
### Big Ideas in Tier II Interventions

1. **Feedback**
   - Structured feedback directly tied to school wide expectation and individual’s goal.

2. **Frequency**
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3. **Quality**
   - Focused positive comments about what they are doing correct, while avoiding the good job syndrome.

### Web Resources

- **Indiana University: Equity in Education Project**
  [http://www.iub.edu/~safeschl/Equity/resources.html](http://www.iub.edu/~safeschl/Equity/resources.html)

- **Florida Positive Behavior Support Project**
  [http://flpbs.fmhi.usf.edu/](http://flpbs.fmhi.usf.edu/)

- **Maryland Positive Behavior Support Project**
  [http://www.pbismaryland.org/schoolexamples.htm](http://www.pbismaryland.org/schoolexamples.htm)

### Research Articles


### Contact Information

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