

PBIS-NH Universal Team Training for Cohort 5

Day 5

September 28, 2007

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Co-Directors

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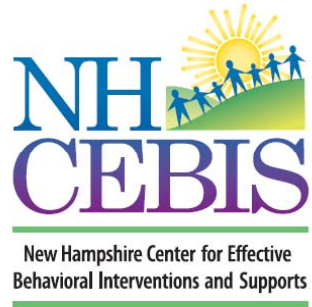
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Agenda

1. Preview the Day
2. Yearly Teaching Schedule
3. Initial Rollout
4. Data-Based Decision-Making
5. SWIS
6. Assessing Teaching Plans
7. Assessing Recognition Plans
8. Family Engagement

Outcomes

- To provide PBIS-NH Universal teams with tools to organize teaching, recognition and data-based decision making activities
- To gather feedback from Universal Teams regarding perceived effectiveness of teaching rollouts and recognition plans
- To provide information / inspiration for teams to address communication with families and family engagement



Effective schools are **consistent**,
predictable, and **positive** places.

In effective schools, there is a common
vision, language, and set of experiences
for all members of the community.

Rob Horner, 2004

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

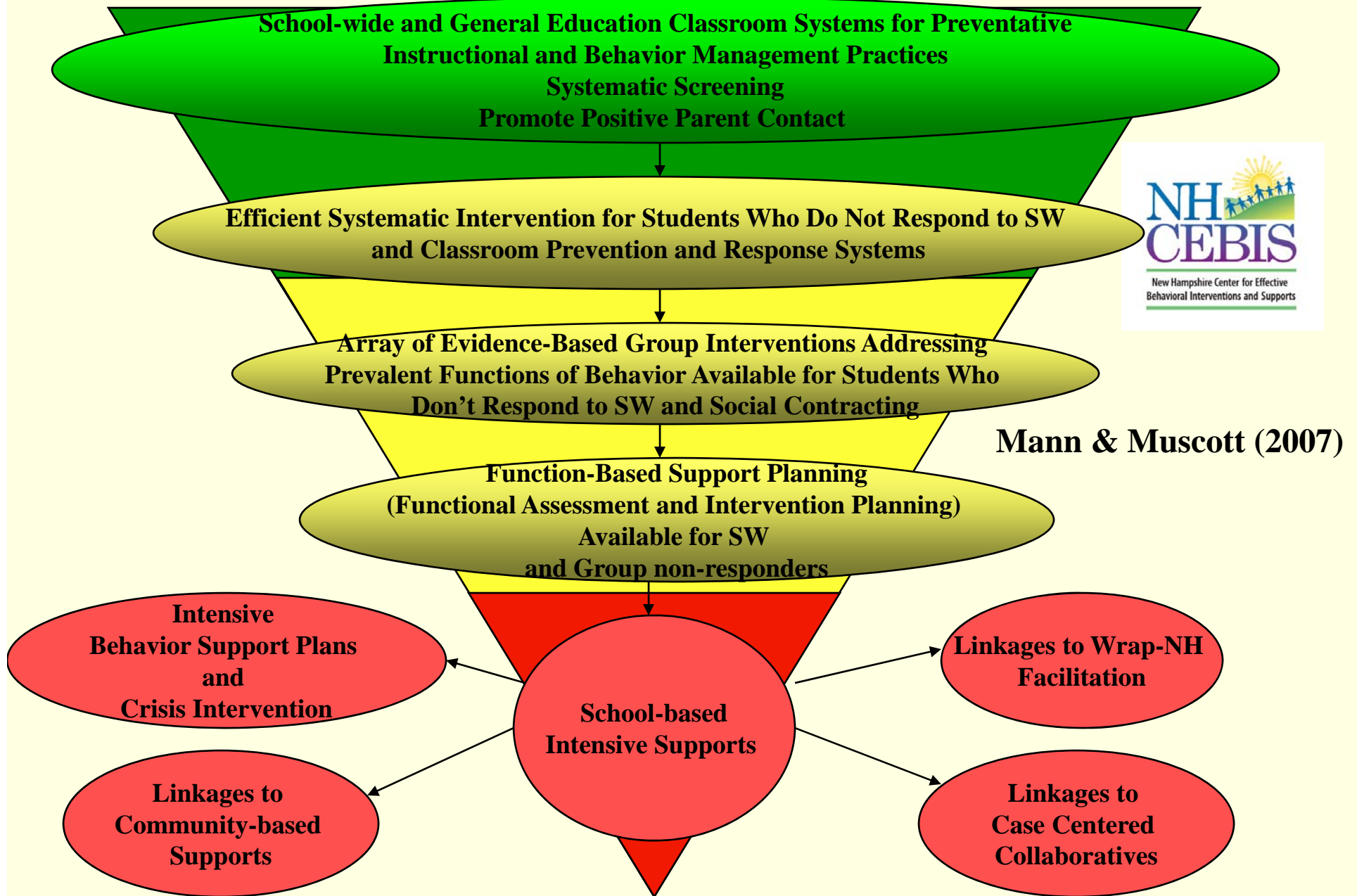
4. Classroom
Management

PRACTICES

6. Recognize
Students for
Exhibiting Expected
Behaviors

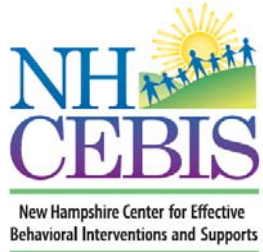
5. Teach
Expectations
in Locations

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



How are you doing?

- Team Process?
- Expectations?
- Matrix?
- Definitions?
- Response Process?
- SWIS?
- Staff and Administrative Commitment?
- Staff Rollout?
- Family Rollout / Family Engagement?
- Initial Kick-off?
- Teaching Rollout?



Universal Team Meeting Agenda Steps Template

STEP 1: Follow-up/monitor progress on action items from previous meeting.

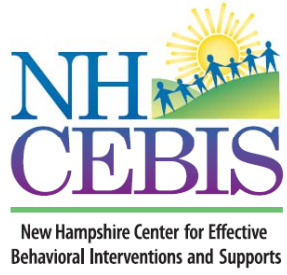
STEP 2: Review school-wide data and create an action plan.

STEP 3: Discuss Calendar or Other Implementation Items and Action Plan.

STEP 4: Ensure Communication to Key Stakeholders

STEP 5: Bring Meeting to Closure

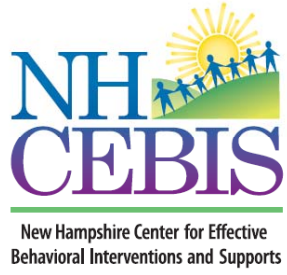
STEP 6: Disseminate Action Items and Decision Log to Team Members and Others



The Initial PBIS-NH Rollout Year

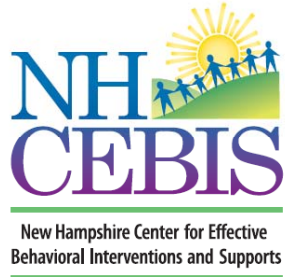
Muscott & Mann (2004)

- Rollout is the design and implementation of a systematic set of plans and procedures for communicating, teaching, and practicing elements of the universal school-wide discipline system with faculty, students, families and community members



PBIS-NH Big Idea

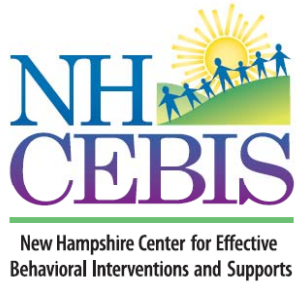
A major goal of the initial Rollout Year is to systematically teach all students the schoolwide expectations in strategic locations within the school



The Initial PBIS-NH Rollout Year

Muscott & Mann (2006)

- The process begins with a Kick-Off event that introduces students to schoolwide expectations and other general aspects of the program.
- The Kick-Off event is followed by a series of Schoolwide Teaching Plans throughout the year designed to teach key behaviors in strategic locations.
- Data-based decision-making is used to prioritize the sequence by which those plans are taught.
- Each Schoolwide Teaching Plan is accompanied by strategies for recognizing students who exhibit those key behaviors.
- Each Schoolwide Teaching Plan is accompanied by strategies for assessing the effectiveness of the plan.



Sample Yearly Teaching Schedule

September-December



January-June



Data-Based Decision-Making

Key Features of Effective Data Systems

1. Data are accurate
2. Data are used to answer important questions about outcomes
3. Data provide the information needed to make good decisions
4. Data are used for decision-making
 1. Data are available when decisions need to be made
 2. The people who provide the data see the information used for decision-making

Key Features of Effective Data Systems

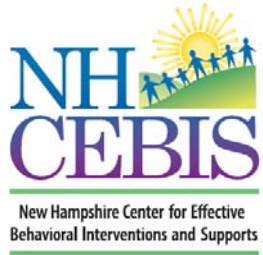
5. The data are easy to collect (1% of staff time)
6. Data are collected continuously
7. Data are summarized prior to meetings of decision-makers (e.g. weekly)
8. Data collection is an embedded part of the school cycle, not something “extra”
9. Data are used to celebrate success

Using Data-Based Decision-Making to Inform Schoolwide Teaching Plans

Mann & Muscott (2006)

1. Begin with Broad Outcomes (What do we want to achieve?) or Key Questions (What do we need 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?)

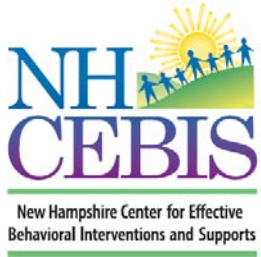
Adapted from Horner (2003)



What are You Hoping to Accomplish?

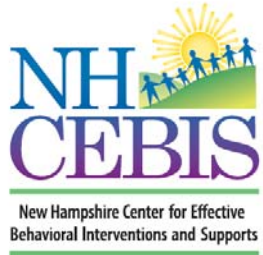
Broad Outcomes:

- Reduce problem behavior, suspensions, expulsions, referrals to special education?
- Improve positive behavior?
- Improve school climate?
- Increase time for learning?
- Increase (pre)academic achievement?
- Improve faculty, administration, family participation/buy-in?



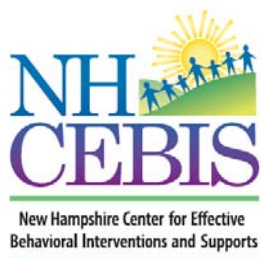
Identify the Scope of the Problem Using Data and Key Questions

- Referrals by **problem behavior**?
 - What problem behaviors are most common?
- Referrals by **location**?
 - Are there specific problem locations?
- Referrals by **student**?
 - Are there many students receiving referrals or only a small number of students with many referrals?
- Referrals by **time of day**?
 - Are there specific times when problems occur?



Identify the Scope of the Problem Using Data and Key Questions

1. How many instances of problem behavior are there? (year, average per day, etc.)
2. Are there patterns for who exhibits the most problem behavior? (grades, individual students, gender, ethnicity)
3. Are there certain activities or situations where more problem behaviors occur?
4. What proportion of the student body exhibits problem behavior?
5. Do I need additional data to answer the questions?



Moving from Broad Outcomes and Questions to Intervention and Assessment

General Outcome: Reduce Problem Behavior

Questions: Where is the problem behavior most prevalent in school?

What types of problems are they?

When do they occur?

Data: Disrespect in the cafeteria and mostly during 5th and 6th grade lunch periods.

Specific Objective with criteria: Reduce number of problem behavior referrals from the cafeteria by 10% this year.

Teaching: What should the teaching and recognition focus on?

Assessment: How would we know if it's working?

What do you need to know?

The important questions about students, families, staff, building, community that you need to answer in order to be most successful (i.e. student achievement, types/frequency of behaviors; parent involvement; school safety; community culture/values)

What kind of data will best answer the question?

(Survey, interview, observation, behavioral data, comprehensive evaluation, focus group, etc.)

What *past and current* data already exists?

Does the data help to answer the question?

Is the data *accurate*?
Is this *enough* data to provide a sufficient answer?

Yes

What does the data tell you (summarize)?

Compare Data with Desired Outcomes

Using PBIS techniques (teaching, acknowledgement, assessment) strategize how to get from where you are (current) to where you want to go (desired)

What new question might this raise?

No

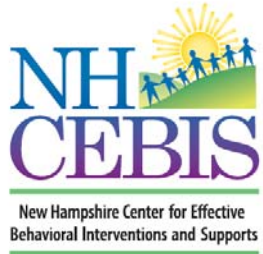
What additional data might you need?

ID Types/Sources of data

Collect additional data

Do You Need to Gather More Information?

- An observation is planned
 - What should we be looking for?
- Interviews with the supervising staff are planned
 - What should we be asking them?
- More SWIS reports are available
 - Which ones should we generate?
- Are there additional data sources that would be helpful?



Evaluating Progress: DBDM Questions

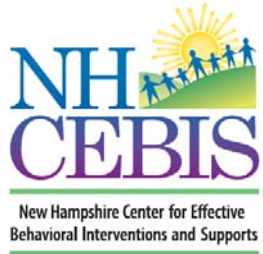
1. What data are available that tell us how we're doing w/ school-wide supports (i.e. data that tell us if SW supports are working)?
2. Are other data needed in order to provide an accurate picture of how we're doing with SW supports?
3. How does the data compare with our *desired outcomes* for school-wide supports?

Evaluating Progress: DBDM Questions (continued)

4. Are data & specific criteria available for easy & early identification of ‘non-responders’ to SW supports?
5. Should focus be on:
 1. Improving SW supports to reduce the numbers of non-responders, or
 2. Sustaining SW supports while providing readily available secondary supports for SW ‘non-responders’
6. How will we action plan next steps (more data gathering; develop supports, etc.)

Team DBDM Activity

- Who: Universal Team
- What:
 - Answer the Data-Based Decision-Making Questions on the Previous Slide
- Timeframe: 30 minutes
- Report Out: Volunteer Share



From Broad Outcomes to Specific Objectives Activity

Who: Universal Team

What:

- 1) Consider one broad outcome (e.g. Reduce the Frequency of Problem Behavior)
- 2) Review data sources that provide information that could help you move the broad outcome to a specific objective
- 3) Consider criteria for success and a completion date that will enable you to assess whether or not you have achieved success.

Timeframe: 30 minutes

Report Out: Volunteer Share

SWIS Features

- Web-Based
- Efficient Input of Discipline Data
- Efficient and Useful Summaries of Data
- Year End Data
- Discipline Data by Ethnicity / Data by IEP
- Comparative Data
- SWIS Data Summaries Provide Answers to Many Key Discipline Questions
 - Frequency, Location, Type of Behavior, Time, Who Involved
 - Individual Reports and School-Wide Summaries
- Local Support: SWIS Facilitator

SWIS Example

- Go to www.swis.org
- EBS (tab) EBS to enter Demo
- Average Referrals Per Day per Month
- Referrals by Problem Behavior
- Custom Graph: Disrespect by Grade
- Custom Graph: Grade 5 by Location
- Custom Report: Grade 5 by Playground AND Disrespect: Show Names
- Individual Student Report: James Jones: Show referrals
- Look at Obtain peer attention

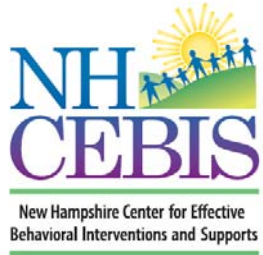
Schoolwide Outcomes

Schoolwide
Teaching

Schoolwide
Recognizing

Team
Data-Based
Decision
Making

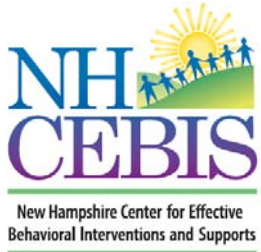
Assessing Effectiveness



Schoolwide Teaching Plans: Identify Action Items to Achieve Outcomes

I. Prior to Implementing: *Planning*

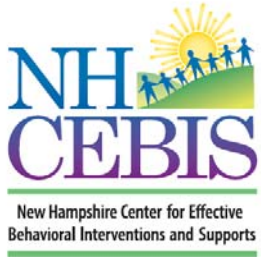
1. Use data to prioritize the initial location to address and determine the subset of behaviors from the behavioral matrix to be taught
2. Develop an initial SW teaching plan
3. Determine specific outcomes for measuring success
4. Develop the initial SW recognition plan



Schoolwide Teaching Plans: Identify Action Items to Achieve Outcomes (cont.)

Planning

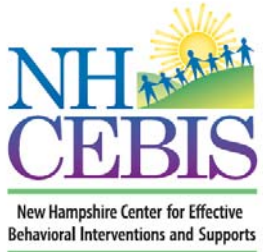
5. Gather input from faculty and revise if necessary
6. Provide faculty with written plans that detail teaching and recognition strategies in advance
7. Prepare faculty for their role in teaching and recognizing including practice
8. Inform families in advance of implementation



Schoolwide Teaching Plans: Identify Action Items to Achieve Outcomes

II. During Implementation: *Teaching*

1. Expectations and behaviors along with any needed visual prompts are posted in location
2. Teach the behaviors in the location
 1. Provide rationale for learning expected behavior
 2. Multiple demonstrations of expected behaviors in context
 3. One low-key demonstration of problem behavior



Schoolwide Teaching Plans: Identify Action Items to Achieve Outcomes (cont.)

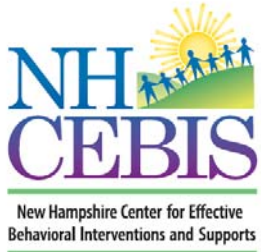
Teaching

3. Provide opportunity for students to practice and check for understanding
4. Provide high rates of recognition
5. Provide reminders and reteaching if necessary

Schoolwide Teaching Plans: Identify Action Items to Achieve Outcomes

III. Afterwards: *Follow-Up*

1. Staff provide follow-up practice in location
2. Staff provide high rates of recognition
3. Monitor and assess progress against outcomes using data (2 weeks)
4. If successful:
 - (a) Fade recognition to verbal only and introduce celebration;
 - (b) Review data to determine next subset of behaviors to teach and
 - (c) Repeat process;



Schoolwide Teaching Plans: Identify Action Items to Achieve Outcomes (cont.)

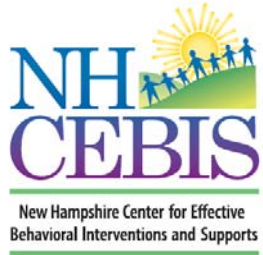
Follow-Up

5. If not successful:
 - a) Determine smallest amount of change to produce desired outcomes
 - b) Implement strategies (e.g., reteach, increase reminders and/or increase recognition and reassess using data (2 weeks))
6. Provide periodic celebrations
7. Gather feedback regarding implementation from faculty
8. Use feedback to plan subsequent SW teaching plans

Evaluating Schoolwide Teaching Plans

Muscott & Mann (2006)

- This checklist contains 21 key activities that occur prior, during and after the teaching of schoolwide expectations.



Assessing your Initial Schoolwide Teaching Plan Activity

Who: Universal Team

What: Using the *Assessing Schoolwide Teaching Plans Checklist*, either

1. Assess the status of the SW teaching plan you already implemented and develop an objective and strategies for assessing effectiveness or
2. If you have not implemented an initial plan already, identify key activities to address in the developing plan and begin action planning.

Timeframe: 40 minutes

Report Out: None

Positively Recognize Expected Behavior

- Provide specific, verbal acknowledgement using words from the behavior matrix
- Provide acknowledgement at a 4:1 ratio or better of positive to corrective contacts
- Provide acknowledgement as quickly after expected behavior as possible
- Focus preemptive positive attention on problem routines
- Acknowledge (specific recognition; positive contact) as many students as possible
- Provide focused recognition based on your schoolwide plan

Recognition Systems

Muscott & Mann (2006)

- Step 1: Specific verbal praise paired with visible acknowledgement given at high rates
- Step 2: Specific verbal praise paired with visible acknowledgement given intermittently
- Step 3: On-going random verbal praise connected to broad expectations and designed to enhance climate and
Highly visible periodic “attention grabbing: celebrations of success

SW Recognition Planning Matrix

Muscott & Mann (2006)

1. In which strategic location will the behaviors be recognized?
2. What specific behaviors will be recognized in that location?
3. What is the visible recognition?
4. How often should it be given?
5. Who will be recognizing the students?
6. When should the recognition start?

SW Recognition Planning Matrix

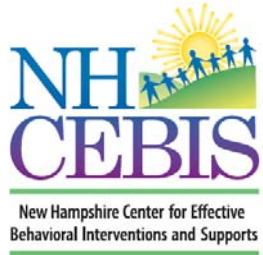
Muscott & Mann (2006) (cont.)

7. When should the next step begin (reduce frequency of visible recognition)?
8. What, if anything, happens to the visible recognition after it is earned?
9. How will we ensure that staff have practiced giving out recognition prior to implementation?
10. How will we know staff is implementing according to the plan?
11. Are there any special circumstances?

Evaluating SW Recognition Plans

Muscott & Mann (2006)

- This checklist contains 16 key activities that occur prior to, during and after implementing the schoolwide recognition plan.



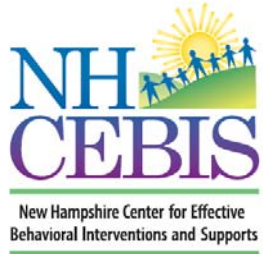
Recognition Plan Activity

Who: Universal Team

What: Complete the Schoolwide Recognition Planning Chart based on what has already been planned. If time permits, identify any needed areas. If time runs out, consider updating activities during team time here or at school.

Timeframe: 20 minutes

Report Out: Informal if time permits



Team Time

Who: Universal Team

What: Action Planning

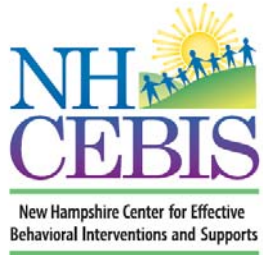
Remember:

Collaborative Team Checklist - due on
October 15, 2007

U-Team 2.2 Checklist due on October 15, 2007
SWIS readiness

Timeframe: One hour

Report Out: None



Family Engagement

Welcome!

John-Michael Dumais, Director
NH Parent Information and Resource Center
and
Heather Thalheimer, Executive Director
NH Parent Information Center