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**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](http://www.nhcebis.seresc.net)

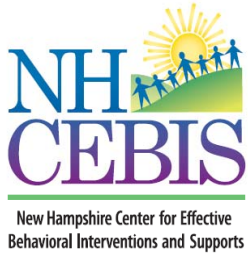
# Introductions:

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- 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...

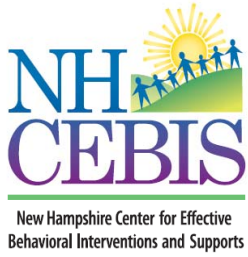
# Today's Protocol:

- 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)

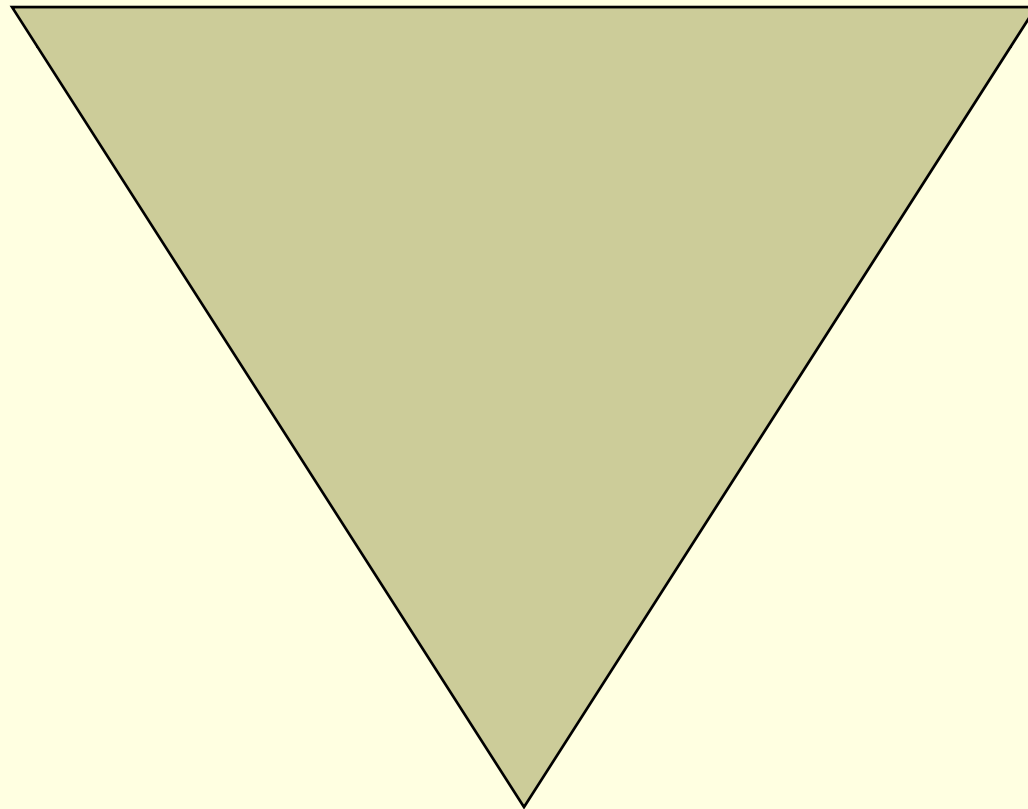


# Section 1: PBIS Nuts and Bolts

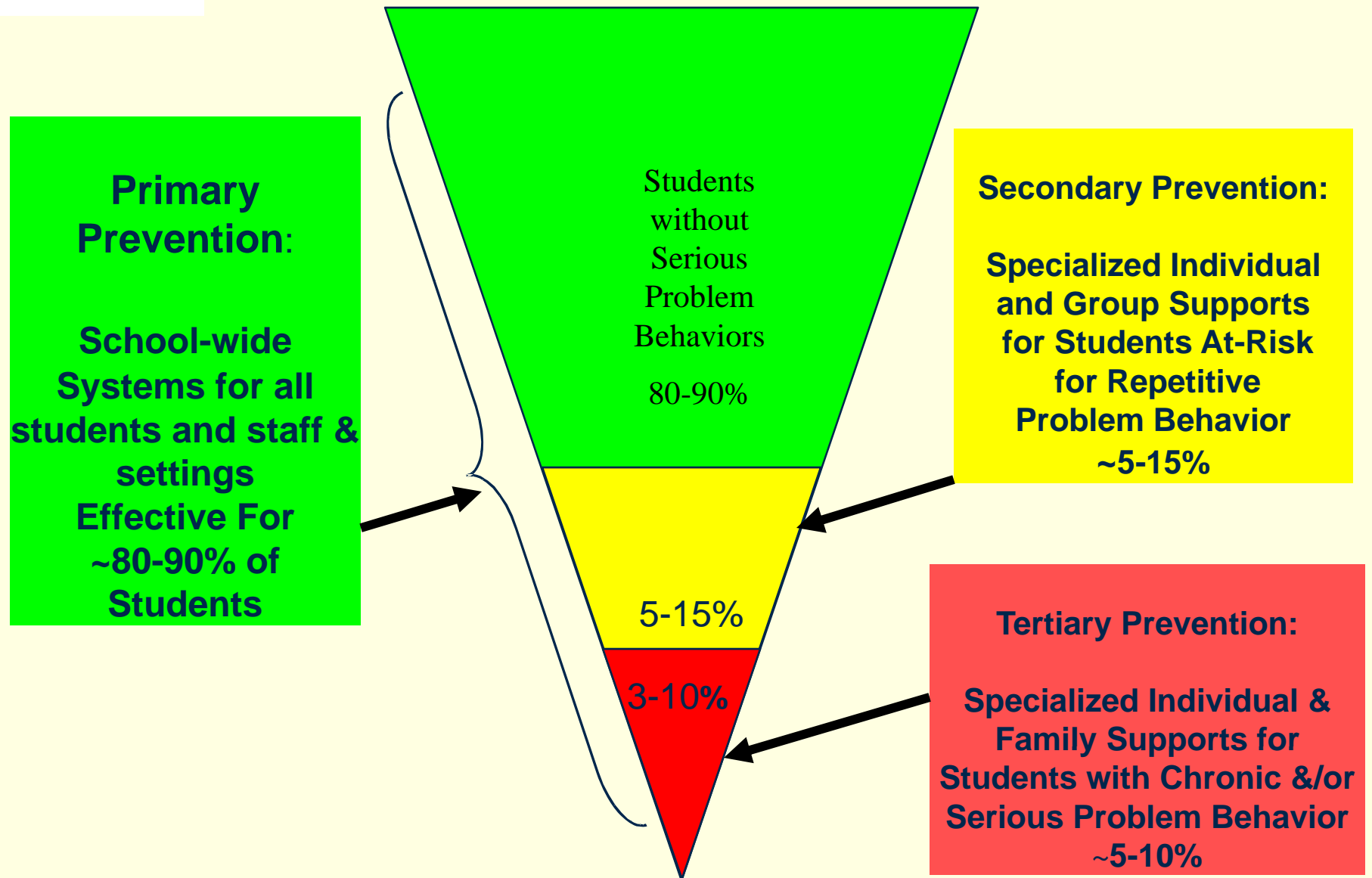
- Section 1 Will Cover:
  - PBIS Triangle: A Continuum of Supports
  - PBIS Circles: Systems, Practices & Data
  - ‘Prevention’ & ‘Response’ at all tiers
    - Early, Efficient Effective Supports
  - Consistency and Predictability

# Section 1: PBIS 'Nuts and Bolts'

## ■ The PBIS Triangle

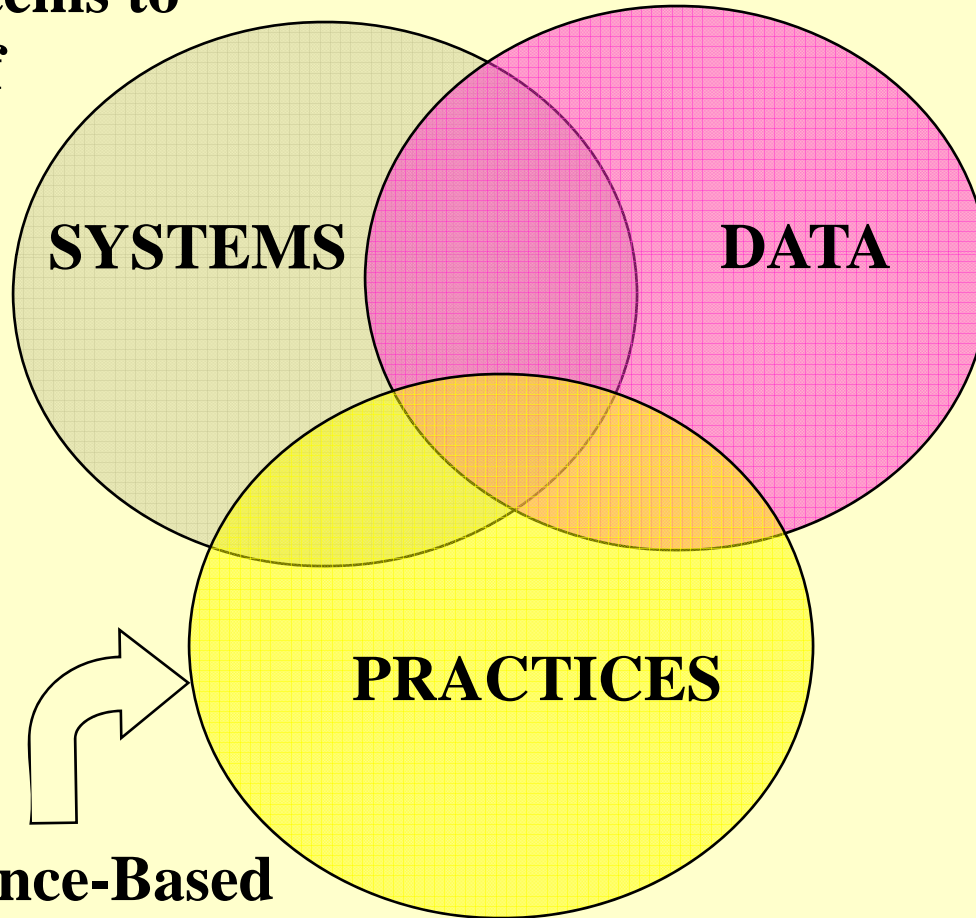
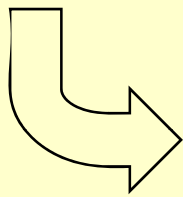


# **PBIS: A CONTINUUM OF SUPPORT**

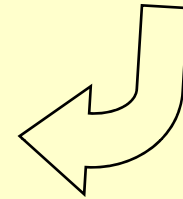


# PBIS Support Systems

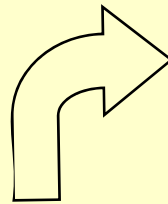
**Effective Systems to Support Staff**



***Accurate Data to Support Decision Making***



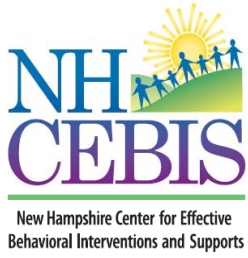
**Evidence-Based Practices to Support Students**



# Key Ideas:

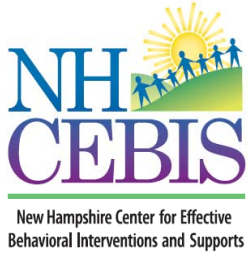
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- 1) Prevention AND Response
- 2) The Three E's:
  - Early, Effective & Efficient
- 3) Consistency
  - Unified Mission & Message
  - Common definitions of both desired & concerning behaviors
- 4) Predictability
  - Reduce Stressors



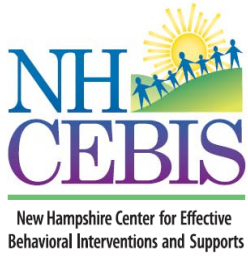
# School-Wide ( ) Systems & Practices for *Prevention*

- 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*

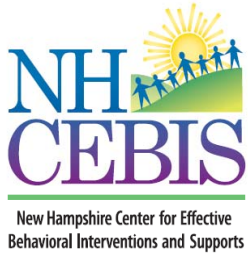
- Behavioral Expectations
  - What are your school's expectations?
  - Share your school's expectations with others in 'Chat' (type in your expectations)
  
- Behavioral Matrix
  - Go to Web-site: Becky
  
- Teach & Recognize Behaviors Targeted for Improvement (Instruction, Practice, Feedback, Assessment, Monitor)



# School-Wide Systems & Practices for *Prevention*

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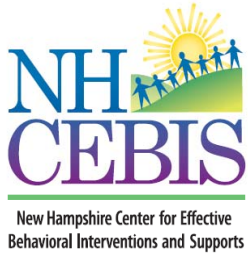
- Effective Classroom  
Instructional & Behavior  
Management Practices
  
- Proactive Parent Engagement
  - Go to Web-Site: Becky



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

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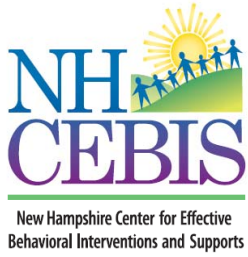
- Common definitions for behaviors of concern
  - Major behaviors (administrator handled)
  - Minor behaviors (staff handled)
    - Go To Web-Site: Becky



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

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- 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

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- 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.

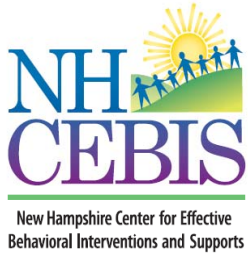
## Q and A for Section 1:

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- Type in “?” if you have a question

OR

- Type in your question



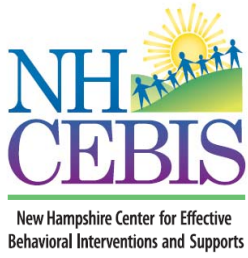
## Section 2: Data-Based Decision Making

- 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.)?*

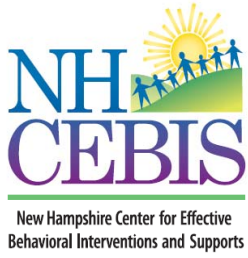
## 2. **Be a ‘Data Nag’:**

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](http://www.swis.org)
  - The 'Big 5' Reports
- Importance of data reporting

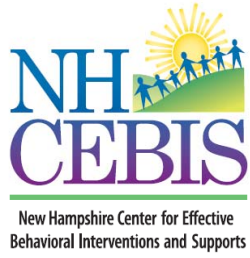
## Q and A for Section 2:

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- Type in “?” if you have a question

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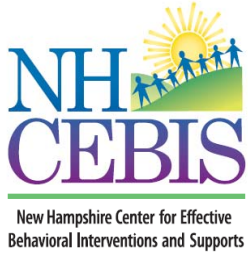
- Type in your question



## Section 3: NH CEBIS Web-site/ Resources

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



# NH CEBIS supports and training

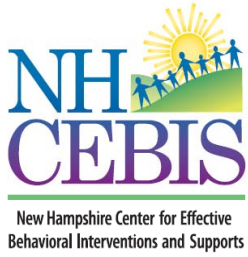
## ■ NH CEBIS Web-site

■ [www.nhcebis.seresc.net](http://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](http://www.pbis.org) (national web-site)
- [www.ebdnetwork.il.org](http://www.ebdnetwork.il.org) (Illinois web-site)
- [www.pbismaryland.org](http://www.pbismaryland.org) (Maryland web-site)
- [www.swis.org](http://www.swis.org) (School-Wide Information System web-site – data system)



# Contact NH CEBIS:

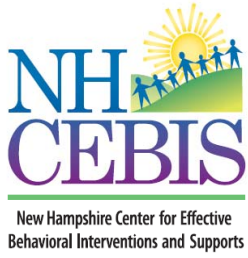
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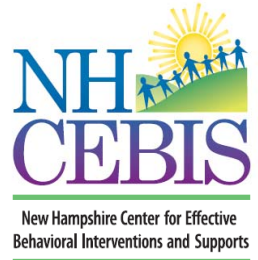
[hmuscott@seresc.net](mailto:hmuscott@seresc.net)



# NH CEBIS Gratefully Acknowledges:

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- Tony Paradis, Executive Director, SERESC, Inc.
- 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

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