
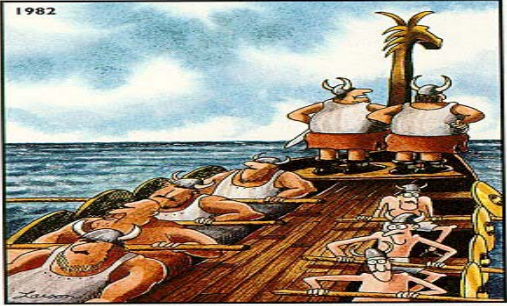


PBS Coaches' Training: Intervention Resources and Rtl



The product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Porte (Lopez) Mental Health Institute, funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.


Problem Solving



"I've got it, too, Omar ... a strange feeling like we've just been going in circles."

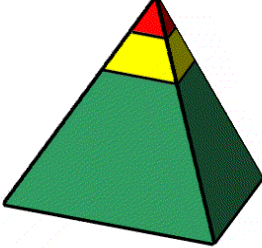
Agenda

- Problem-Solving Steps
- Tier 1 Example using 4 step process
- Tier 1 Intervention Strategies Practice
- Tier 2 Intervention Strategies Practice
- Tier 3 Intervention Strategies Practice
- Additional Resources




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Tiers of Support



Problem Solving at all 3 Tiers


- Tiers do not represent *where* students go to receive services- Rather the *resources* that are available at each Tier
- Interventions ideas are generated only after determining the **FUNCTION** of the behavior.
 - To get or get away from
 - "Prescriptions in a bag"
- Intervention answers do NOT come in a flipchart



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ABC Activity: Role Play

- Antecedent:
teacher announces pop-quiz on vocabulary
- Behavior:
student yells and throws book
- Consequence:
student receives referral and removal
- Function?
• Intervention?






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Before you Begin

Remember...

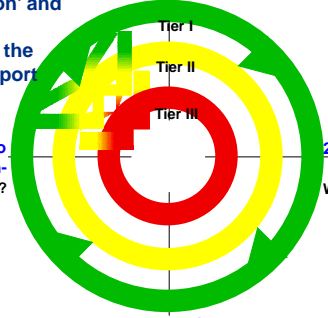
- If many students are making the same mistake, it is typically the system that needs to change, NOT the students
- Teach, monitor and reward before relying on punishment



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Problem Solving Steps

There are 'on' and 'off' ramps throughout the tiers of support





- 1. Problem Identification-What's the problem?**
- 2. Problem Analysis-Why is it occurring?**
- 3. Intervention Design/Implementation-What are we going to do about it?**
- 4. Response to Intervention-Is it working?**

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Using Data for On-Going Problem Solving

- On-Going Assessment, Planning, and Evaluation:
 - What is the problem?
 - Where should we focus?
 - Allocation of time, money, skills
 - What is the smallest effort that will produce the biggest effect?

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Tier 1 Problem Solving Steps

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Tier 1 Problem Solving



- Eno Middle School
- 1300 students, 63 instructional staff, 38 non-instructional staff, 1 principal, 2 AP's, and 2 discipline deans
- 78% Free and Reduced Lunch
- 163 students with IEP
- Implementing PBS for 3 years
- Difficulty with transitions on PBS team and had new Principal last year

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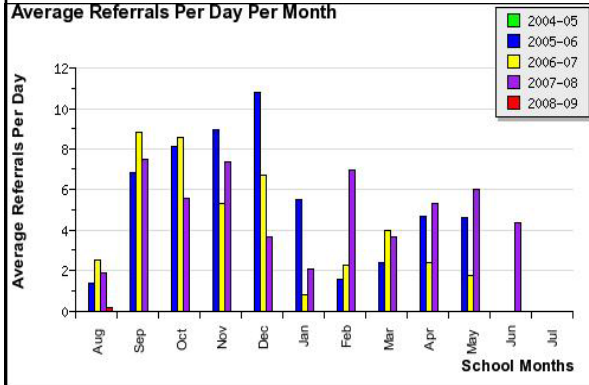
Step 1: Problem Identification

- 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?
- Additional Queries/Custom Graphs...

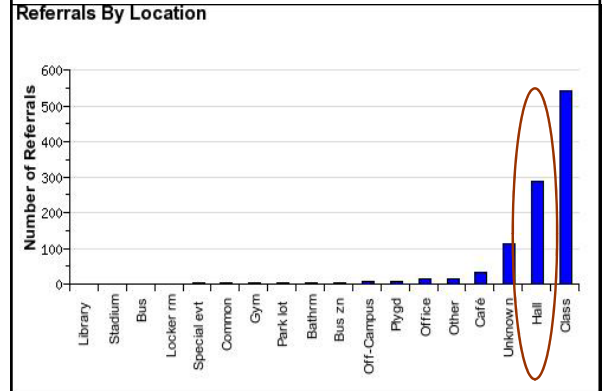



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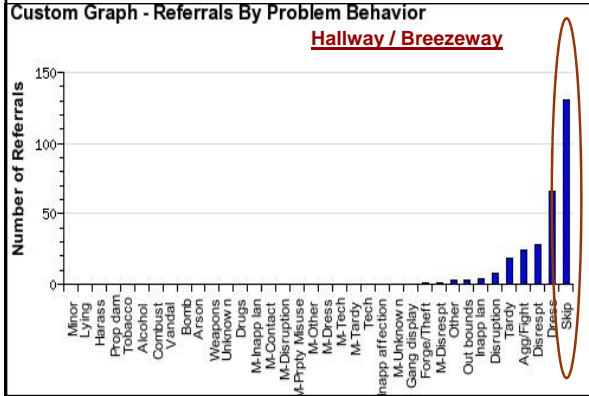
Average Referrals per Day per Month



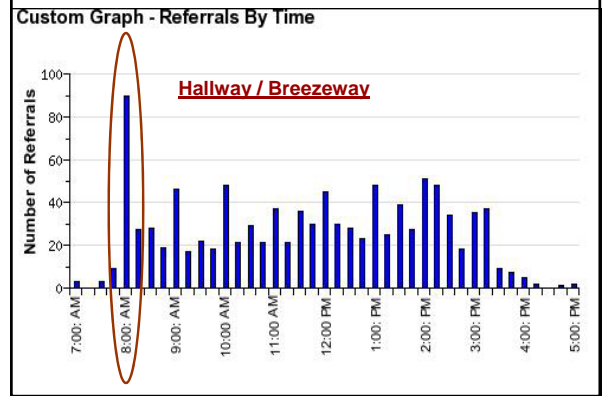
Referrals by Location



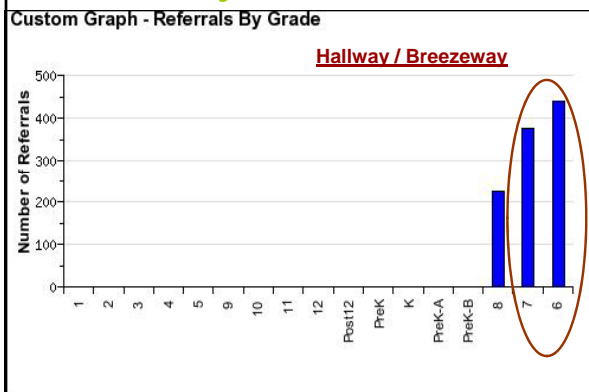
Referrals by Location by Behavior



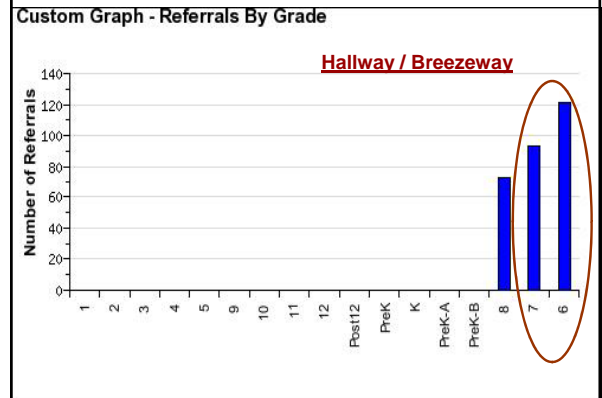
Referrals by Time and Location



Referrals by Grade and Location



Referrals at 8 AM by Grade Level



Step 1: Problem Identification

- Review existing data
 - Multiple graphs of current ODR's, a 'safety survey', and student demographic information
- Gather additional information
 - Which Hallways?
 - Supervision in Hallways?
 - Sufficient Teaching of Expectations/Rules
 - Which Students?



Step 2: Problem Analysis

- Develop hypothesis and assessment questions
 - **Why is the desired or replacement behavior not occurring? What is (are) the most likely reason(s)?**
 - Examine environmental factors, not just within child factors



Step 2: Problem Analysis Hypothesis Statement

- When this occurs (describe circumstances)
[Redacted]
- What happens (describe the behavior)
[Redacted]
- To get/avoid (describe the consequences)
[Redacted]



Step 3. Intervention Design and Implementation

- Develop a behavioral definition
 - Observable and measurable
 - Desired/Replacement Behavior and/or Goal
 - Student can get same outcome with appropriate behavior
 - Link to school-wide expectations and rules



Step 3: Intervention Design and Implementation

- Brainstorm Strategies
 - Hallway supervisors
 - Re-teaching expectations and rules for hallway
 - Policies for hallway passes
 - Reward early class entry
 - Revise morning procedures
 - Earning extended breakfast pass



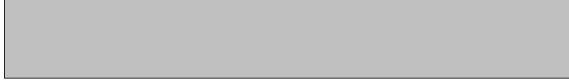
Step 3: Intervention Design and Implementation

- Clarify, Vote & Select Interventions
- Establish Goals:
[Redacted]



Step 3: Intervention Design and Implementation

- Link the intervention to the Data
 - Consider hypothesis/causes generated in Step 2
 - Then, vote on the intervention
- Develop a specific plan with delineated responsibilities
- Include goals and progress monitoring plan



Step 3: Intervention Design and Implementation

- List the specifics in Implementation Plan:
 - Who is responsible?
 - What will be done?
 - When will it occur?
 - Where will it occur?
 - How will it be evaluated?

Step 3: Intervention Design and Implementation

- Establish action steps to implement
 - Create and deliver staff training on reinforcing appropriate behaviors and provide examples (Principal, 15th of Nov., shared via email)
 - Revise and modify morning breakfast procedures and change tardy bell (Mr. First, 6th of Nov., committee will share)
 - Create "skipping" skit with Drama Club and play on CCT every morning (Mrs. Ashley, 8th of Nov., will begin running on 9th of Nov.)
 - 5 minute scripted refresher before breakfast transition (Miss J., 14th of Nov., will email for revisions)

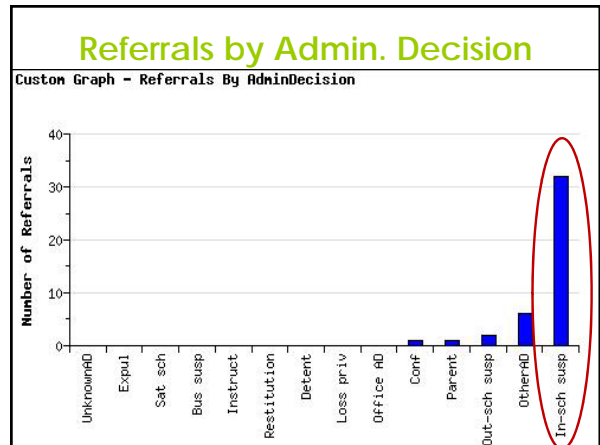
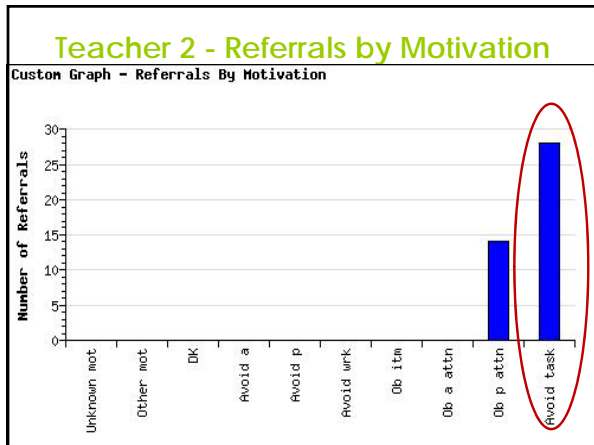
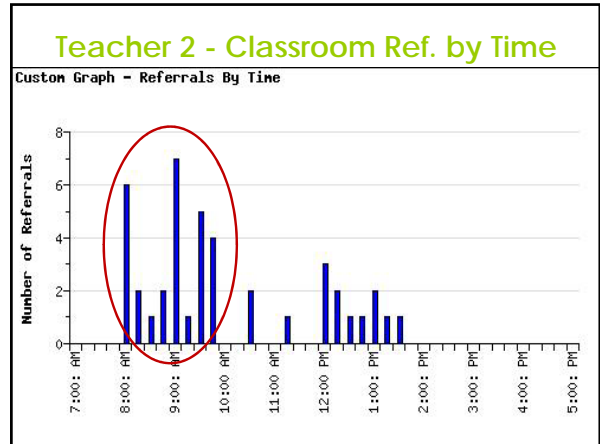
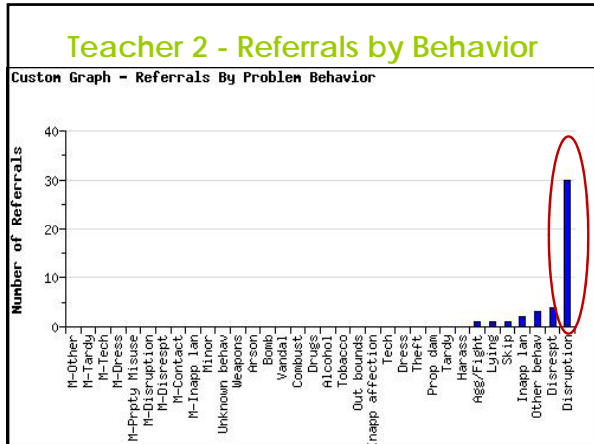
Step 4: Response to Intervention

- Progress Monitoring and Response to Intervention
- Reconvene to examine data
 - Did we meet the goal?
 - Did we do what we agreed, the way agreed, for as long as we agreed?
 - Do we need to modify current plan or develop a new plan?
 - Do we need to develop a plan to maintain or fade out the intervention if it was successful?
- Consider reviewing/revising problem definition and hypotheses if intervention isn't working

Step 4: Response to Intervention

- Evaluate the outcomes
 - Compare the number of referrals
 - Survey teachers and students
- Modify if necessary
 - Supervision changes aren't working
 - Offer comp time or other choice incentives for staff willing to give up part of planning time to staff hallway and breakfast area
 - Train several school-based volunteers to supervise hallways

Tier 2 Intervention



Step 2: Problem Analysis Hypothesis Statement

- When this occurs (describe circumstances)
- What happens (describe the behavior)
- To get/avoid (describe the consequences)

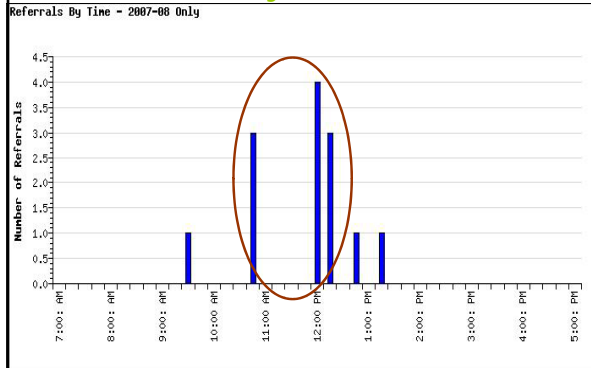
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Step 3: Intervention Design and Implementation

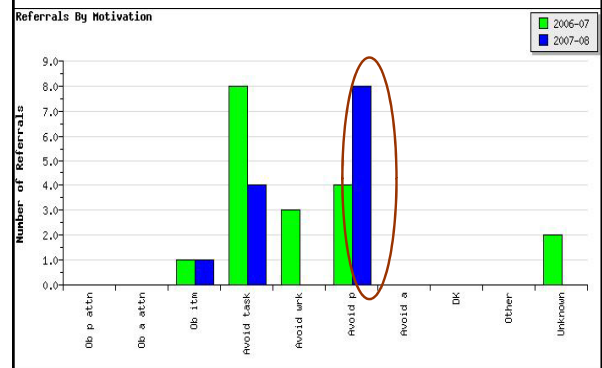
- Brainstorm Strategies
 - Additional teacher support
 - Social skills training in 2 classrooms
 - Peer tutor/mentor program
 - Replacement behavior training

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Individual Student: Referrals by Location by Time



Individual Student: Referrals by Location by Motivation



Step 2: Problem Analysis Hypothesis Statement

- When this occurs (describe circumstances)
- What happens (describe the behavior)
- To get/avoid (describe the consequences)



Step 3: Intervention Design and Implementation

- Brainstorm Strategies



Step 4: Response to Intervention

- Continue steps as shown in Tier 1 example
- Continue to monitor and evaluate progress
- Modify if necessary



Final Tips

- Utilize the Classroom Consultation Guide as a resource for intervention ideas based on the classroom assessment tool
- Use the team (and relevant staff)
- Get the right data
- Share the responsibilities
- Variety, variety, variety
- Do the obvious and simplest things first
- Share data with others

