

**GOAL FIVE STRATEGIC PLANNING COMMITTEE**  
**RECOMMENDATIONS**  
**TO**  
**BLAINE COUNTY SCHOOL DISTRICT**  
**RELATED TO**  
**POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS**  
**AND**  
**EARLY IDENTIFICATION AND EARLY INTERVENTION**



**JULY 2009**

## INTRODUCTION

The Goal Five Strategic Planning Committee has reviewed the discipline structures and frameworks already existing in the district and has explored the concept of Positive Behavioral Interventions and Supports (PBIS) extensively through presentations by the district's behavior specialist, Ann Warberg. The committee believes that it is in the best interest of the social and emotional health of all students within our district to adopt a consistent approach to behavior across the district, and to incorporate a systematic approach that provides not only consequences for inappropriate behaviors but structures that reward appropriate behaviors and assist students to learn to manage their own behaviors. The committee feels that this can best be done by using approaches which have been validated by research and which are themselves data based so that their effectiveness can be routinely evaluated.

PBIS is a process rather than a program. It helps schools create approaches to behavior that are at the same time unique to the particular school setting and based on sound behavioral science and research. The committee is not recommending that any school adopt a particular model or program. It is rather recommending that the proven process of PBIS be used as a framework for making sure that students have the best possible chance of learning and practicing appropriate social and emotional behaviors. PBIS is in place in over 5800 schools in the United States and has been adopted as a model by several states. It is also used internationally. It is one of the US Office of Special Education Programs (OSEP) IDEAs that Work.

A summary of the critical concepts and the process follows. In depth information on Positive Behavior Supports can be accessed through the student services director, behavior specialist or committee member representing a particular school. Their contact information is provided below.

## Local Contact Information

**Student Services Director**      **578 5005**      [bwalsh@blaineschools.org](mailto:bwalsh@blaineschools.org)

**Behavior Specialist**              **578 5441**      [awarberg@blaineschools.org](mailto:awarberg@blaineschools.org)

## School Representatives

School	Representative	Phone	Email
Bellevue	Angie Martinez	481 0272	amartiez@blaineschools.org
Carey	Debi Gutknecht	578 5004	dgutknecht@blaineschools.org
Hailey	Teri McKenna	481 2399	tmckenna@blaineschools.org
Hemingway	Char Roth	578 2535	croth@blaineschools.org
Woodside	Ken Ward	578 5442	kward@blaineschools.org
SCAS	Ann Warberg	578 5441	awarberg@blaineschools.org
WRMS	Peter Jurovich	578 5031	pjurovich@blaineschools.org
WRHS	Brian Smith	578 5445	bsmith@blaineschools.org

## Web Sites

**OSEP website on Positive Behavioral Interventions and Supports**

[www.pbis.org](http://www.pbis.org)

**Center for Behavioral Education and Research**

[www.cber.org](http://www.cber.org)

**School Wide Information System**

[www.swis.org](http://www.swis.org)

**Email**

**George Sugai**

[George.sugai@uconn.edu](mailto:George.sugai@uconn.edu)

## **WHAT WE KNOW ABOUT VIOLENCE PREVENTION**

**A summary of the research on school violence over the past ten years determined that school violence is less likely to occur in schools that provide the following:**

- **A positive, predictable school-wide climate**
- **High rates of academic and social success**
- **Formal social skills instruction**
- **Positive active supervision and reinforcement**
- **Positive adult role models**
- **A multi-faceted, multi-year effort involving school, family and community**

**Positive Behavioral Intervention and Support provides all of these components.**

## **HOW DOES THE PBIS PROCESS BEGIN**

**The process begins with a school based team – a professional learning community for behavior, if you like. This team takes a multi-step approach to examining and evaluating the process(es) already in place in the building in a systematic manner. A survey of what is occurring and what is working or not working is a good preliminary step. Then the following steps are followed.**

- 1. Agreements are made about behavioral expectations and consistency within the building.**
- 2. All available data is examined in order to develop a data-based action plan.**
- 3. The plan is implemented.**
- 4. The plan is evaluated.**
- 5. Decisions are made about revising the plan.**
- 6. The process continues.**

## **BEHAVIOR FOLLOWS THE THREE TIER MODEL**

**Eighty percent of students will respond to the routine behavior management processes of the school or classroom. Fifteen percent will need some extra support. Five percent will need intensive intervention and training. Schools can use the process outlined above to develop a plan for behavior at each tier.**

### **IS THAT ALL THERE IS TO IT?**

**That is a simple outline of the process. As a general rule it takes about two years to develop a solid, consistent, school-wide model. During those two years, the leadership team needs to continue to train, coach, evaluate, demonstrate and build capacity within the building. And for the five percent of students who need intensive intervention and training, the following components of Response to Instruction apply.**

**We need to practice behavioral interventions in order to *implement them with fidelity*. We need to conduct *universal screening*. We need a *continuum of evidence based interventions*. We need *continuous progress monitoring of student performance*. And, we need to apply *data-based decision making and problem solving approaches*.**

### **WHAT SKILLS DOES THE LEADERSHIP TEAM NEED?**

**The team needs the following:**

- **Knowledge and experience with applied behavioral analysis**
- **Administrative support**
- **Knowledge and skills with data-based decision making**
- **Support as a representative body of the school community**
- **Solid communication skills**

## **WHAT ARE SOME OF THE SIMPLER PROCEDURES**

**Systematic proactive procedures might include a teacher-buddy room where you and a colleague team up to provide each other a place to send students to complete a simple problem-solving form. This is not unlike the RTC procedure already in place in many buildings but it is less formal. The benefit is that it gives a teacher immediate relief from the distraction and it helps the student focus on what they need to do right. Another simple procedure is the model, lead, test procedure or “I do it”, “We do it”, “You do it”. Remember, PBIS is focused on teaching, not just expecting, appropriate behavior.**

## **PROCEDURES WILL INTENSIFY AS WE MOVE UP THE TIERS**

**For students at Tier 1, simple modeling of appropriate behaviors and reinforcing them may be enough. At Tier 2, there may be a need for direct instruction in social skills through a social skills group. There may be a need for a student to check in/check out each day or each period. Specific social skills may need to be targeted. There may be peer based supports or a social skills club. There may be adult mentoring. At Tier 3 there will need to be functional behavior analysis based support. Wraparound services involving parents and community resources in a partnership may be warranted. Special Education such as BASE services or an individual alternate educational setting may be warranted. But, remember, the beauty of PBIS is that the decisions about what will work best for a particular school are left to the discretion of that schools behavioral leadership team.**

## **WE RECOMMEND YOU BEGIN WITH A SCHOOL AUDIT**

**How well does the staff in your building believe that the practices now in place are working to solve the problems you have with inappropriate behaviors? And how well do they believe the school is teaching appropriate behaviors? A school behavior audit is a good place to start finding answers to these questions and will give your leadership team data on which to start making decisions.**

**The steps involved in a behavior audit should include:**

- **Identifying the practices that currently exist in your building for each tier**
- **Specifying the outcomes you expect your practices to achieve**
- **Evaluating how accurately and consistently you are implementing the practices that you believe will be effective**
- **Determining how effectively you are achieving your desired outcomes**
- **Discovering areas where you might integrate or eliminate duplication of effort**
- **Establishing data decision rules**

**For example, is everyone clear on how many RTC referrals occur before an office referral? Are agreed upon procedures in your building adhered to with fidelity and consistency? Do you have an agreement about which behaviors should be dealt with in class, which should be sent to a teacher-buddy, which should go to the RTC and which should go to the office? Your building representative or one of the other resource persons listed earlier can assist you with developing a building audit.**

### **ONCE WE BEGIN, HOW DO WE TRACK THE DATA**

**SWIS, the School Wide Information System, is specifically designed to develop a database that will meet all of your needs. It helps a building define consistent office referral procedures, provides a single data reporting form, provides for consistency of reporting, and allows for systematic analysis of office referral data. This allows buildings to target particular behaviors or locations that are problematic. The system can also provide individual student discipline profiles. The system helps buildings to develop a common purpose and a common approach. The system costs approximately \$250 per school per year and training is available. Office referrals take about thirty seconds to enter. If the district is unable to establish consistent use of the Skyward discipline reporting system in a way that allows for meaningful disaggregation of data, the committee recommends that the district adopt SWIS.**

## **SUMMARY**

**The adoption of district wide positive behavior interventions and supports and a consistent discipline reporting and tracking system will enable schools to:**

- **Develop common purpose, approach and procedures**
- **Set clear expectations for positive student behaviors**
- **Establish building procedures for teaching expected behaviors**
- **Develop a continuum of procedures for encouraging expected behaviors**
- **Develop a continuum of procedures for discouraging inappropriate behaviors**
- **Develop procedures for ongoing monitoring and evaluation of each school's behavior program**
- **Involve the whole school culture in the process**

## **FURTHER INFORMATION**

**Further information is available by referring back to the resource page provided at the beginning of this report. Complete implementation manuals and training are available from Annie Warberg. Woodside Elementary currently has a full program in place. For information, contact Gary St. George, principal.**



## **EARLY IDENTIFICATION AND EARLY INTERVENTION**

### **INTRODUCTION**

**The Goal Five Committee is actually an evolution of the At Risk Committee which was originally a sub-committee of the Safety Committee focusing on the prevention aspects of school safety. The committee believes very strongly that it is far better to recognize students who are at risk and intervene in their lives before they become involved in serious acts of aggression or violence rather than respond to those acts after the event. Based on this belief, the committee recommends that the district establish a program of early identification and early intervention.**

### **EARLY IDENTIFICATION**

**The committee spent a considerable amount of time discussing the desirability of establishing an early identification and early intervention program for students with serious social, emotional and behavioral issues. The committee recognizes, given the time constraints involved in the strategic planning process, that further work will need to be done to develop and implement such a program, and the committee is willing to continue as a working committee with this in mind.**

The committee did some preliminary research and literature review concerning early identification instruments. The following represents the current state of that ongoing work.

### **PRESCHOOL/KINDERGARTEN**

There are instruments available, such as the *Ages and Stages Questionnaire: Social - Emotional*, that provide parents and caregivers with a way to assess the social and emotional well being of children at a very early age. The committee discussed but reached no consensus related to which instrument should be used, who should administer it, and at what age it should be administered. However, the committee believes that either preschool or kindergarten is an appropriate level at which to begin the identification process.

### **SUBSEQUENT ASSESSMENT**

The committee was made aware that Wood River Middle School and Wood River High School are in the process of piloting an adolescent mental health assessment at eighth and tenth grades. Since that program is university based and apparently well researched, the committee feels that this pilot would be a good beginning for implementing mental health screening for district adolescents. The committee then felt that, given the district's Mileposts philosophy, it would be wise to also have a mental health assessment at 5<sup>th</sup> grade. Two possible instruments that might be used are the Youth Outcomes Questionnaire and the Behavior Assessment Scale for Children.

### **RECOMMENDATION FOR IDENTIFICATION**

The committee recommends that the district adopt a system of early and subsequent identification of students with severe social, emotional and behavioral needs.

## **EARLY INTERVENTION**

**Early identification would be meaningless without the provision of interventions to assist students to develop healthy social, emotional and behavioral skills. Many of the twenty first century skills, including civic and health literacy, critical thinking and problem solving, communication and collaboration, flexibility and adaptability, initiative and self-direction, cross-cultural skills, productivity and accountability, and leadership and responsibility require a subset of basic social and interpersonal skills that are often lacking in students with severe social, emotional and behavioral needs.**

**The committee believes that these crucial skills are often not directly taught in the typical school curriculum or are only taught tangentially. For students with the most severe needs this is not sufficient. These students often require supplemental services such as mentorship, direct social and academic support, direct instruction in small group or individual settings, or even therapeutic intervention. While our staff of psychologists, behavior specialists, BASE teachers, social workers and counselors provide excellent service, their efforts are often isolated and fragmented, rather than integrated, and programs often lack cohesion and consistency. At the same time, regular classroom teachers, those who spend most time with our students, are often ill equipped to meet the needs of this population of students.**

**While both of our psychologists are trained to administer risk assessments and to provide individual and group interventions, the necessity to participate in special education eligibility determinations, re-evaluations, individual education program meetings, and gifted and talented eligibility determinations takes precedence. Risk assessments are time consuming and unpredictable and we are currently able to offer only one psychologist directed social group in the entire district.**

**To supplement and support mental health screening efforts, the district needs to implement a program of interventions that includes but is not limited to mentorship, social support, academic support, group and individual social skills training, individual therapy, and referral to external therapists as**

necessary and appropriate. The program also needs to include an education and training component for parents and staff. The committee believes that such a program will require the addition of one full time psychologist to supervise the implementation of the identification program and to develop and oversee district offerings and training opportunities, to conduct risk assessments, to provide individual and group social skills training, and to lead the district team of professionals who deal with these highly at risk students. This person would also be responsible for leading the committee as it continues its work of developing and refining these programs.

### RECOMMENDATION FOR EARLY INTERVENTION

The committee recommends that the district hire a full time psychologist to develop and administer a system of procedures for intervening with students identified with severe social, emotional and behavioral needs.

### ESTIMATED BUDGET

Recommendation	Item	Cost
One Positive Behavior Intervention and Supports	Staff training	\$6,000.00
	District wide tracking system	\$8,000.00
Two Early Identification	District wide screening instruments	\$6,000.00
Three Early Intervention	Salary and benefits	\$80,500.00
	Program and materials	\$6,000.00
Total		\$106,500.00

## **COMMITTEE MEMBERS**

**Julie Carney**

**Pete Jurovich**

**Larry Long**

**Angie Martinez**

**Teri McKenna**

**Chris Roberts**

**Char Roth**

**Brian Smith**

**Blake Walsh**

**Annie Warberg**

**Ken Ward**