
Positive Behavioral Supports and Response to Intervention: A Grass-Roots Approach

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Evolution of Our Team

- Behavior Support Team Resurfaces
 - Reacting to Crisis Situations
 - There must be a Better Way
 - Field trips to Oregon
 - Dr. Carol Sadler
 - Reynolds School District
 - Dr. Chris Borgmeier
 - Dr. Jeffrey Sprague
 - Positive Behavior Interventions & Supports
 - The other side of the Rtl triangle
 - Education/support network in Oregon
 - Coaches, facilitators, state funding, ESD trainers
 - What do we do next?
 - How can we make this work here?
 - What does the law say?
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IDEA Regulations

A State must adopt, consistent with 34 CFR 300.309, criteria for determining whether a child has a specific learning disability as defined in 34 CFR 300.8(c)(10). In addition, the criteria adopted by the State:

- Must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10);
 - Must permit the use of a process based on the child's response to scientific, research-based intervention; and
 - May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10).
 - A public agency must use the State criteria adopted pursuant to 34 CFR 300.307(a) in determining whether a child has a specific learning disability.
[34 CFR 300.307] [20 U.S.C. 1221e-3; 1401(30); 1414(b)(6)]
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WAC 392-172A-03055 Specific learning disability--Determination

- (2)(a) The student does not make sufficient progress to meet age or state grade level standards in one or more of the areas identified in subsection (1) of this section when using a process based on the student's response to scientific, research-based intervention or the group finds that the student has a severe discrepancy between achievement and intellectual ability in one or more of the areas identified in subsection (1) of this section;
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IDEA and Positive Behavioral Support

- Title I, D, Sec. 654(a)(3)(B)(iii)(I)
 - positive behavioral interventions and supports to improve student behavior in the classroom;
 - Title I, A, Sec. 601(c)(5)(F)
 - providing incentives for whole-school approaches, scientifically based early reading programs, positive behavioral interventions and supports, and early intervening services to reduce the need to label children as disabled in order to address the learning and behavioral needs of such children;
 - Title I, D, Sec. 662(b)(2)(A)(v)
 - utilizing strategies, including positive behavioral interventions, for addressing the conduct of children with disabilities that impedes their learning and that of others in the classroom;
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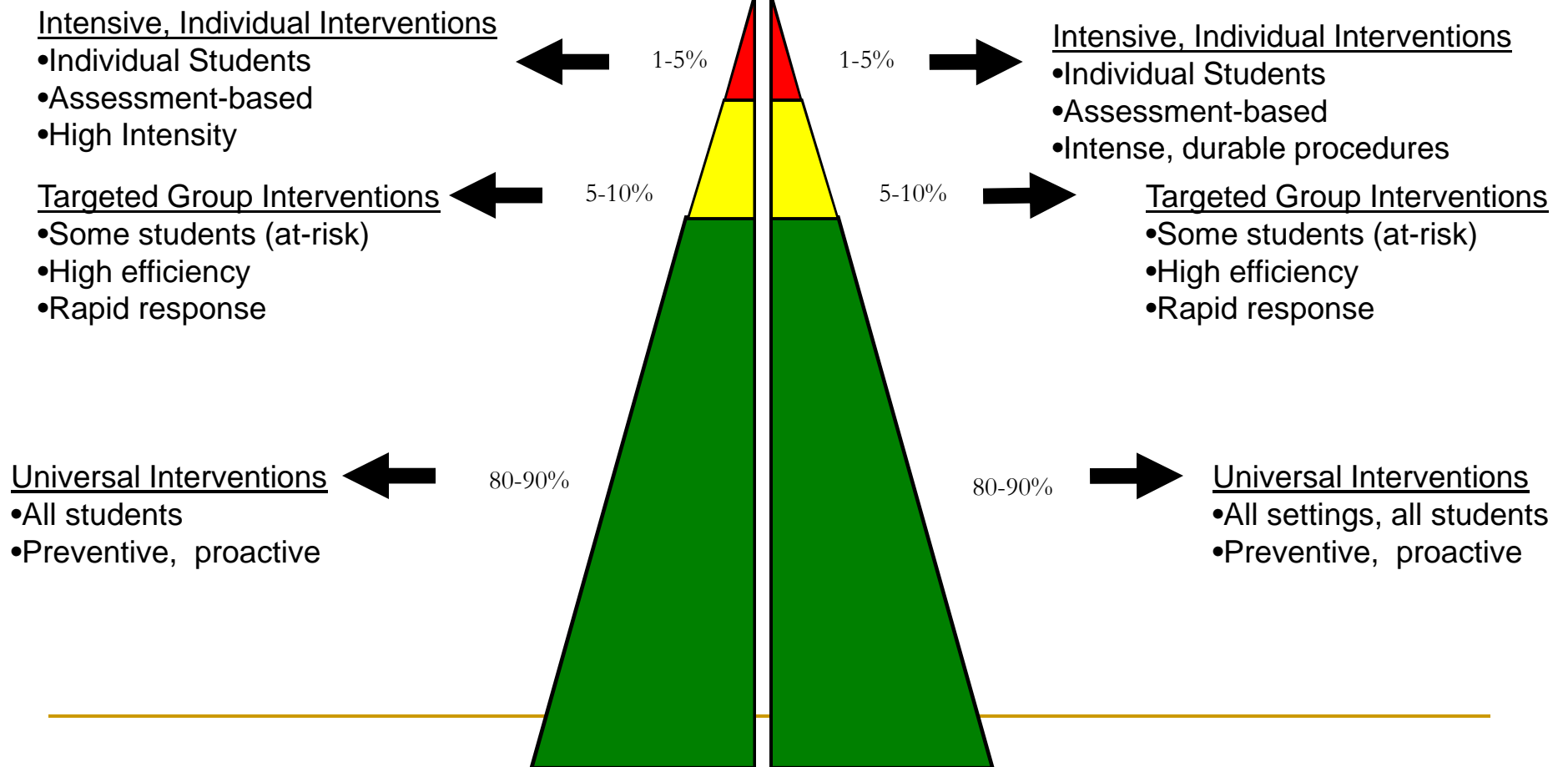
Behavior RtI in Washington?

- Using RtI for Washington's Students
 - Acknowledge that students who struggle with academics misbehave
- Systematically
 - Collect behavior data
 - Draw from evidence-based practices to support students
 - Utilize Applied Behavior Analysis, Social Learning
- Early Intervening Services

Response to Intervention

Academic Systems

Behavioral Systems



Response to Intervention:

- represents a shift in thinking
- asks teachers to take responsibility

Teachers have to say:

“If a student is not learning, then I need to change my approach to educating that child. I need to change my curriculum. I need to break this class into smaller groups. I need to find the right intervention for this student.”

Big Ideas of RtI

- Instruction Matched to Need
 - Universal Screening
 - Multi-tiered Models
 - Standard Treatment Protocol
 - Progress Monitoring
 - Problem Solving Teams
 - Diagnostic Testing
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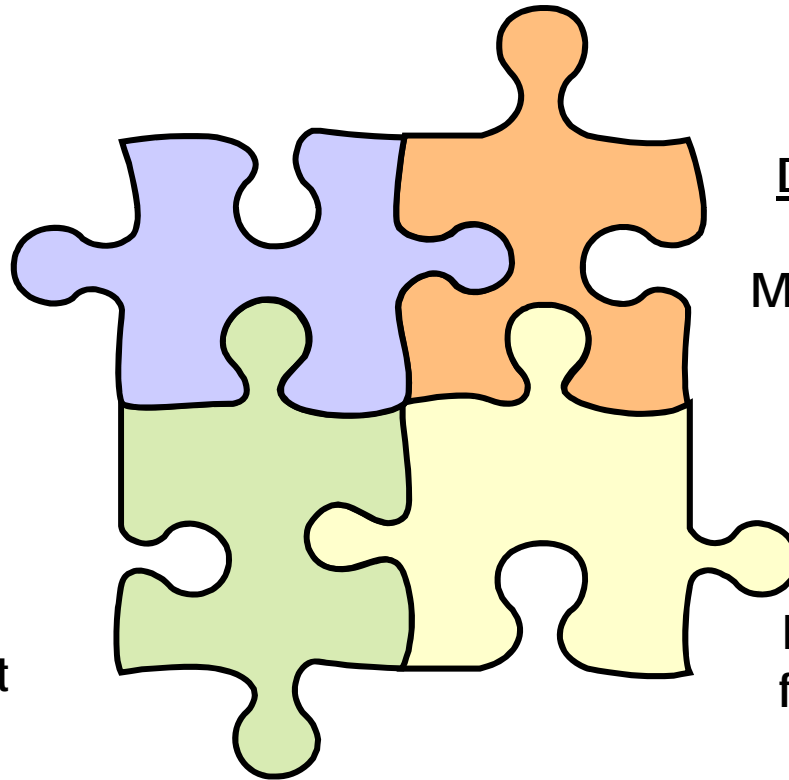
Benefits of RtI

- Identify struggling students through problem-solving approach rather than an ability-achievement discrepancy formula
 - Has the potential to eliminate the “wait to fail” situation
 - Struggling students referred to SpEd less and included more
 - Reduction in the over identification of minority students
 - Teams obtain more instructionally relevant information than traditional testing provides
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Behavioral RtI is about....

Improving
Classroom and
School Climate

Maximizing
Academic
Achievement



Decreasing
Reactive
Management

Proactive
Positive Support
for Students and
Staff

Five Essential Areas of National School Performance Decline

- 1) Reading achievement at Grade 12 has decreased.
- 2) Student drug use has increased
- 3) Sale of drugs at school in grades 8, 10, and 12 has increased.
- 4) Threats and injuries to public school teachers have increased
- 5) More teachers are reporting that disruptions in the classroom interfere with their teaching.

The National Educational Goals Panel Report
U.S. Department of Education, 1998

Practices Contributing to the Problem

- Ineffective instruction that results in academic failure.
- Inconsistent and punitive classroom and behavior-management practices.
- Lack of opportunity to learn and practice prosocial interpersonal and self-management skills.
- Unclear rules and expectations
- Failure to effectively correct rule violations and reward adherence to them.
- Failure to individualize instruction and support to accommodate individual differences.
- Failure to assist students from at-risk backgrounds to bond with the schooling process.
- Disagreement about, and inconsistency in, implementation among staff members.
- Lack of administrator involvement, leadership, and support.

Safe and Healthy Schools

Jeffrey Sprague and Hill M. Walker

Guilford Publishing

“SWPBS Schools...

- ...aim to (1) create a positive school climate, (2) establish and teach behavioral expectations schoolwide, and (3) teach mastery and encourage demonstration of behavioral skills (e.g., compliance to school rules, safe and respectful peer-to-peer interactions, academic effort/engagement) that will alter the trajectory of at-risk children toward destructive outcomes and prevent the onset of risk behavior in typically developing children.”

Safe and Healthy Schools

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Positive Behavioral Support is:

- Based on behavioral research
 - A systems and team approach
 - A way to build on existing strengths
 - A philosophy able to incorporate individual school culture, desires, priorities, and current traditions
 - Proven effective
 - Empowering of both staff and students
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Positive Behavioral Support is not:

- A “canned” curriculum
 - A quick fix for behavior problems
 - Just for the most intense students
 - New
 - One size fits all
 - Always easy or comfortable
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Systems Approach to Instruction

- Include Special with General Education
 - Benchmark Assessment/Universal Screening
 - Curriculum Based Measurement
 - Core & Supplemental Instruction
 - Standard Treatment Protocol
 - Decision-Making Teams
 - Functional Assessment
 - Replacing Core
 - Behavior Support Plans
 - Flexibility in making plans
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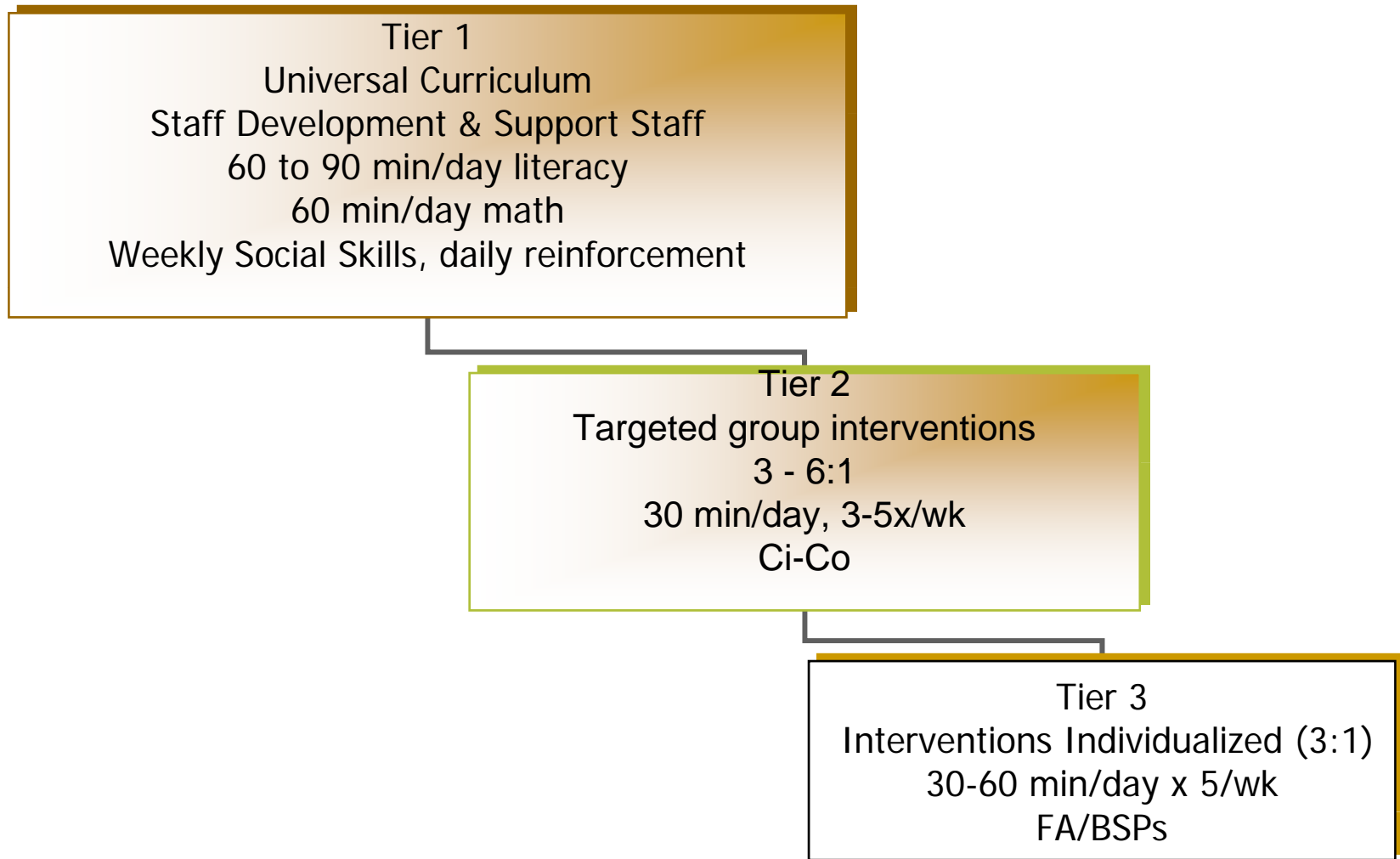
Vancouver's Literacy Pathways

- Curriculum Department moved us from 1 size fits all to 4 sizes
 - Recognition that we need to provide more support, scaffolding, & explicit instruction for less proficient readers
 - Concept of Strategic and Intensive Instruction
 - Walk to Read, Walk to Math, CAR models
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Literacy Pathways vs RtI

- Know Every Child by Name & Need
 - Disconnect between 3 tiered model & 4 instructional levels
 - Lack of identified curricular resources at strategic and intensive level
 - Lack of flexibility in availability of curricular resources
 - On-going data collection is not the driving force to move students within the instructional levels
 - What is special about special education?
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Multi-tiered Instructional Models



The Second & Third Tiers

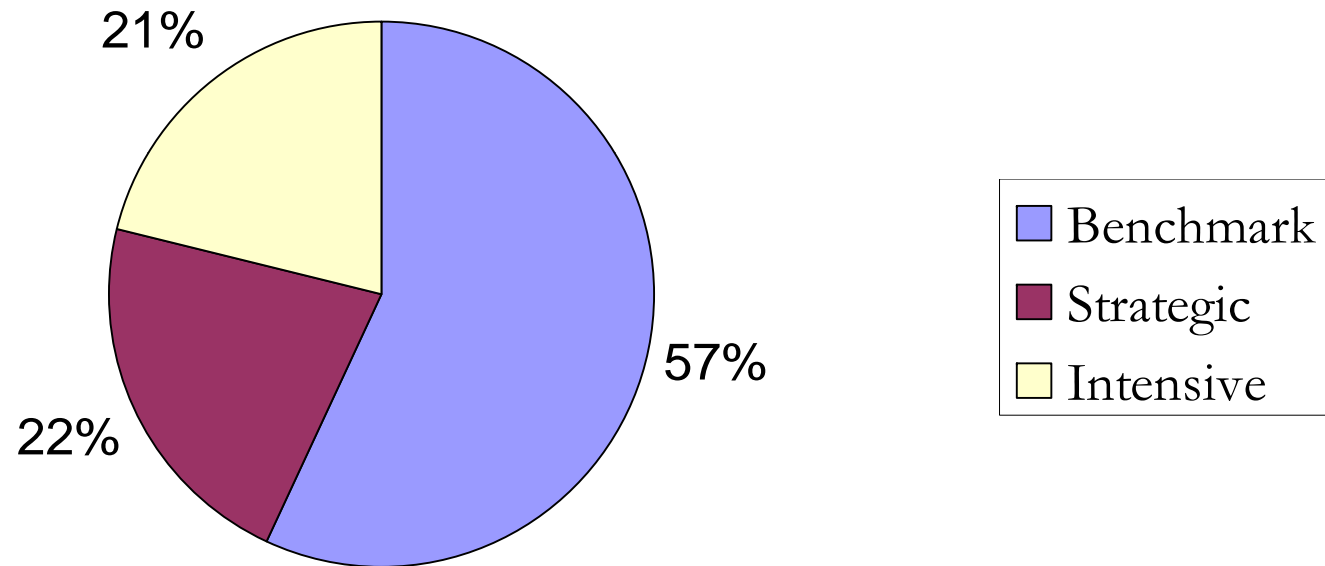
■ Tier 2

- Targeted assistance
- Progress monitoring
- 6 to 8 weeks
- Small groups
 - 3 to 5 x/wk
 - 30 minutes
- Standard Treatment
 - Ci-Co Systems
 - Read Naturally

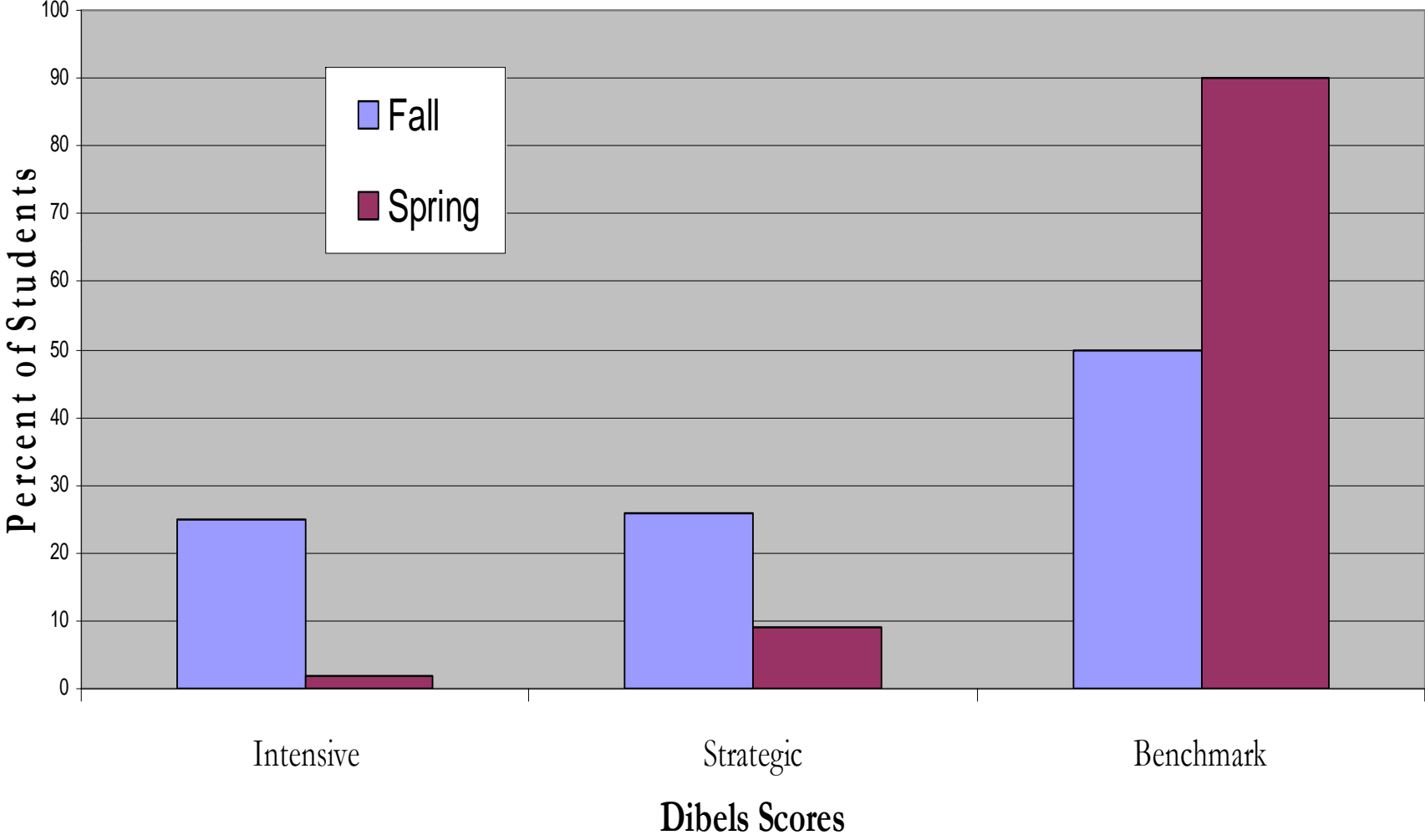
■ Tier 3

- Individualized
 - Groups of 3
 - Responsiveness
 - Daily
 - 60 to 90 minutes
 - Up to 2 years
 - FA, BSPs
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Walnut Grove Elementary
K-5 Reading
Fall, 2008



Walnut Grove Elementary Reading First Grade, 2008



Screening for Behavior

- Universal Screening
 - ODR is the standard
 - Behavior rubric
 - Attempted alignment with report card “Life Long Learner Skills”
 - Creates a common language about student behavior
 - Student Review Teams
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Student Review Teams

- Adopted a Problem Solving Model
 - Proposed in the Washington Guide for RtI
 - RtI
 - What is the Problem?
 - Baseline data
 - expected v actual performance
 - Design Intervention
 - Measurable goals
 - Data collection system
 - Follow-up to Monitor Progress
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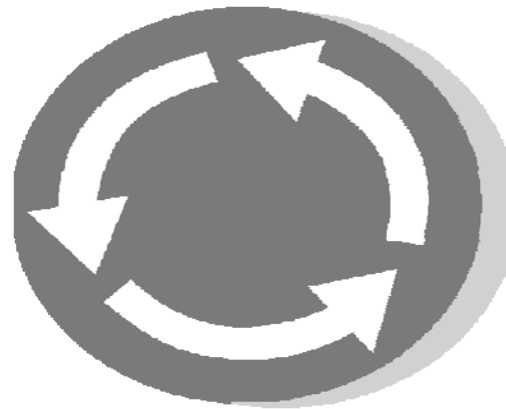
A Problem Solving Process

Define the Problem

Clearly identify the deficit area

Analyze the Cause

Develop a hypothesis: Why is the problem happening?



Develop a Plan

Decide on the intervention, timeframe, frequency and intervention provider

Implement the Plan

Carry out the intervention as planned

Evaluate the Plan

Compare progress to the aimline.
Did it work?

Monitoring Progress

- Academic

- Tier 1

- Benchmark
- 3/x/yr

- Tier 2

- CBM
- 2/x/mo

- Tier 3

- weekly

- Behavior

- Tier 1

- ODR

- Tier 2

- Ci-Co
- Minor & Majors

- Tier 3

- FA & BSP
 - Minor & Majors
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Functional Assessments

- Often focused on the negative, not the positive.
 - Should be a team process, all too often isn't.
 - Ideally is a “living” document, one that is referred to often, reviewed, and revised.
 - Is not simply a “form” that **has to** be done in times of crisis.
 - Is part of an on-going process to support students. It drives the Behavior Support Plan
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Behavior Support Plans

- Come from the Functional Assessment
 - Developed by a team who knows the student
 - Is an on-going, “living” plan
 - Follows the problem-solving model
 - Focuses on teaching replacement behaviors
 - Data collection is built in – and reviewed
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Data Collection

Operationalize Concern

- Target Behavior
 - “Stranger Test”
 - “Dead Man’s Test”
 - Replacement Behavior
 - Concept of “Fair Pair”
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Recording Data

- Product
 - utility
 - Event
 - utility
 - Duration
 - Interval
 - Time
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Data-Based Decision Making

- Recommend 6 to 8 data points
 - Trend-line vs Aim-line
 - Tukey method for trend-line
 - 4-Point Rule vs Aim-line
 - Determining growth rates
 - Subtract the lowest from the highest score
 - Divide this difference by the weeks
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How are we pulling it all together?

- Work with only motivated, interested schools on an individual basis.
 - Assessing where each school is, what they have in place, and how their existing traditions and structures can work with PBS.
 - Provide training and support at whatever level the school requests.
 - Continue working with District Administration on providing support for the Rtl initiative.
 - Continue facilitating an Rtl behavior work group to modify forms, procedures, and structures within the district.
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