Iowa City Community School District

Time-Out Committee

APRIL 17, 2017
5:30 – 7:00 PM
Welcome & Introductions

Ground Rules:
Start and End on Time
Respectful of everyone’s experiences and background
No side-bar conversations
Parking lot
Goals & Timeline

Directive From ICCSD Board of Education

Results to be shared with Board by June, 2017

What does the time-out space look like? Make recommendations regarding physical space – construction, physical space, materials.

How are these rooms used? Be able to inform the community regarding: what is the continuum, what does this look like?
Positive Behavior Interventions and Support

TAMMY BEENER & TERESA GRIDER-BAKER, GWAEA
LORA DAILY, ICCSD
APRIL 17, 2017
Today’s PBIS Goals

Background about the research and effectiveness of Positive Behavior Supports and Interventions

Important implementation components for districts/schools

Highlight the importance of partnership and collaboration between ICCSD and GWAEA
What is School Wide Positive Behavioral Interventions and Supports (PBIS)?

SW-PBIS provides structure and support for developing systems of positive and proactive school-wide and individualized interventions strategies that...

- promote a positive learning environment,
- create a positive culture,
- teach and reinforce appropriate behaviors,
- prevent problem behaviors.
PBIS is based on...

Prevention

Teaching

Effective Practices

Supportive Systems
Benefits of School-Wide PBIS

- Reduction in Office Referrals
- Improved learning
- Orderly, predictable, safe, and positive environments
- Teachers feel more effective.
- Parents and students report positive change.
Key Components

1. Universal Screening

2. Evidence-based Curriculum & Instruction at Universal

3. Evidence-based Targeted & Intensive Interventions

4. Continuous Progress Monitoring

5. Data-based Decision-making & Problem Solving

Team-based Implementation

Content Expertise & Fluency

Implementation with Fidelity
Two ways that students are placed into the continuum of interventions:

1. **Bottom up**: students are identified through decision rules as needing additional level supports.
2. **Immediate need**: students present as needing higher level supports right away and are placed in appropriate intervention based on meeting decision rule criteria.
Positive Behavioral Intervention and Supports (PBIS): A Multi-Tiered System of Supports (MTSS) Model

Academic Supports

- **Tier 3/Intensive Interventions** 1-5%
  - Individual students
  - Assessment-based
  - High intensity

- **Tier 2/Targeted Interventions** 5-15%
  - Some students (at-risk)
  - High efficiency
  - Rapid response
  - Small group interventions

- **Tier 1/Universal Interventions** 80-90%
  - All students
  - Preventive, proactive

Behavioral Supports

- **Tier 3/Intensive Interventions** 1-5%
  - Individual students
  - Assessment-based
  - Intense, durable procedures

- **Tier 2/Targeted Interventions** 5-15%
  - Some students (at-risk)
  - High efficiency
  - Rapid response
  - Small group interventions

- **Tier 1/Universal Interventions** 80-90%
  - All settings, all students
  - Preventive, proactive

All teachers and staff are trained

Continuum of interventions
- Proactive practices
- Core + more model
- Early identification & intervention
- Kids responding to environment

Layers are *added* for those that need additional supports

**Intensive Tier:**
Individualized, intensive, evidence-based instruction for a few students

**Targeted Tier:**
Small group, targeted, evidence-based instruction for some students

**Universal Tier:**
Robust instruction in Social Emotional Learning and Behavior Expectations For All Students

Graphic adapted from Pasco County Schools, Florida
Define School-wide Behavioral Expectations

Teach & practice School-wide Behavioral Expectations

Monitor and Acknowledge Appropriate Behavior

Use a Continuum of Consequence for Inappropriate Behavior

Use Data for Decision Making

Tier 1

Tier 2
Targeted Interventions

• Check-In/Check-Out (CICO)
• Check-In/Check-Out with Modified Features (CICO WMF)
• Social Academic Instructional Groups (SAIG)
• Check & Connect (C&C)

Tier 3

• Function-based, assessment driven interventions for individual students
• Wrap around services

Tiers of support in a PBIS system
Rationale

- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior
  - Fowler, (2007)

- Exposure to exclusionary discipline has been shown, not to improve school outcomes, but in fact to be associated with higher rates of school dropout.”
  - Advancement Project. (2011)
  - Sprick, Borgmeier, Nolet, (2002)
Disenfranchised youth are hit the hardest

Students with disabilities are roughly twice as likely to receive out-of-school punishment compared to their non-disabled peers.

LGBTQ students are likely to receive harsher disciplinary punishment than their straight-identified peers.

Students in foster care are three times more likely to be suspended or expelled than students in the care of a guardian.
Students of color are the most affected

- African-American students are three-and-a-half times as likely to be suspended or expelled as their white peers.

- Latino students are one-and-a-half times as likely to be suspended and twice as likely to be expelled as their white peers.

*Race is a predictive factor in who will receive a discretionary suspension*, even when adjusting for other demographic differences. (Council of State Governments)
Rationale for implementing PBIS Framework

- Equity and access to instruction for all students
- Supports improved climate and culture by increasing students protective factors
- Increases the positive interactions between adults and students
- Supports students social-emotional and positive mental health needs.
Strategies that support a positive climate

• School-wide infrastructure and culture
• Staff training
• School Policies, Procedures and Protocols
• Provide students with meaningful participation
• Build on strengths and competency
• Clear and consistent rules
• Accommodations to meet individual strengths and needs
• Predictable structure, relationships and environment
• Reduce bullying and harassment
• Use seclusion and restraint only as a last resort
PBIS Tier 1 Implementation

1. Define behavioral expectations
2. Teach behavioral expectations
3. Monitor and acknowledge appropriate behavior
4. Provide corrective consequences for behavioral errors.
5. Information-based problem solving
6. Establish a continuum of supports to meet the needs of all students
SW Tier 1 Systems

Non Classroom Setting Systems

Classroom Systems

Individual Student Support Systems
Classroom System

• Teaching System

• Acknowledgement System

• Consequence System
Telling is not Teaching

10% 13%

50 days
Why Teach Behavior?

Behaviors are **prerequisites** for academics

Procedures and routines create **structure**

**Repetition** is key to learning new skills
Teaching Procedures

Use Five Steps for Teaching Expectations

1. Explain why it is important
2. Specify student behaviors, expectations
3. Practice (model and role-play)
4. Monitor
5. Review

(Colvin & Lazar, 1997)
Maintaining Classroom Routines

Pre-corrects: Model / Practice / Reinforce as needed

Supervision

Feedback

Re-teaching, reminders, prompts

Return to explicit teaching if frequent reminders are needed and if data indicates need
Consequence System

- Teaching and Re-teaching

- Error Correction

- Classroom Continuum of Support
Why Focus on Response Strategies & Error Correction?

Teachers should focus on increasing positive behavior and interactions by consistently enforcing expectations (Shores, Gunter & Jack, 1993).

When teachers are inconsistent in their enforcement of expectations, students become uncertain of what those expectations are and that the expectations apply to them.

(Evertson, Emmer & Worsham, 2003)
Why Focus on Response Strategies & Error Correction?

Clearly stating expectations and **consistently enforcing** them lends credibility to a teacher’s authority (Good & Brophy, 2000).

Teachers who **respond consistently** feel positive about their teaching and help students improve their performance (Freiberg, Stein & Huan, 1995).
Response Strategies & Error Correction

Should be:

- Calm
- Consistent
- Brief
- Immediate
- Respectful
Classroom Continuum of Response

_Calm  Consistent  Brief  Immediate  Respectful_

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<thead>
<tr>
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<th><strong>Words/actions an adult can use</strong></th>
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<tbody>
<tr>
<td><strong>Prompt</strong></td>
<td>Provide verbal and/or visual cue.</td>
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<td><strong>Redirect</strong></td>
<td>Restate the matrix behavior.</td>
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<tr>
<td><strong>Reteach</strong></td>
<td>State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback.</td>
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<tr>
<td><strong>Provide Choice</strong></td>
<td>Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective.</td>
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<td><strong>Conference</strong></td>
<td>Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.</td>
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2016-2017:
Monthly planning meetings with GWAEA
11 days of Team training for 14 schools
40+ instances of Technical Assistance
Created summer training schedule
PD for Elem Counselors, SFAs, Behavior Interventionists
Creating 2017-2018 training schedule
Implementing district defined behaviors aligned with Dept Education
Initial steps with high schools
Overview:
Kingsley Botchway and Amber Robinson
Next Steps

Continuum of services
Additional Questions
Next Meetings: May 8th and 22nd